



# **THE ENGLISH CLUB HANDBOOK**

## For English Club Leaders



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# **THE ENGLISH CLUB**

## **LEADER GUIDE**

# THE ENGLISH CLUB

## LEADER GUIDE

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# THE ENGLISH CLUB LEADER GUIDE

## Introduction

*The English Club Leader Guide* is meant to excite and inspire discussions about topics that impact a community and its members. In this *Handbook*, you will find a brief overview of the theory behind an English Club and how to set one up. Next, there is a series of English Club activities based on different topics.

Each topic is divided into four or more weeks of activities that will lead to thoughtful discussions during the English Club meetings. A brief introduction to the topic will provide background information. This is followed by a skit, which further introduces the topic and is the first activity to stimulate discussion. Next, you will find a simulated interview with someone famous and related to the topic. For example, Nelson Mandela provides a case study on leadership. Then, the activities vary from debate to writing a skit. Finally, you will be guided through a series of questions to visualize and create positive changes in your community.

While this book does not focus on teaching English, all the sections include some vocabulary and commonly used phrases. Your vocabulary knowledge and usage increase through having meaningful discussion about the topics presented. You may also find that your ability to have meaningful conversations in English improves, making you more interested and communicative in English. Turn to the next section, “What is an English Club?,” and read more about the benefits.

Once your English Club is established, reach out and connect with others. English Clubs are the perfect way to meet individuals in other communities and practice English together. You might even have a national competition and meet English Club Members from around your country. The possibilities are endless!



## 2 The English Club Leader Guide



Club Members celebrate their success at the English Clubs Festival in Togo.

### Helpful Symbols



This symbol indicates that there is a script for the Leader to read if he or she would like guidelines for what to say during the meeting.



This symbol indicates that the group should be engaged in Active Listening.



This symbol indicates that the activity requires the Leader to have a piece of paper and pencil for writing.



This symbol indicates a group activity involving brainstorming.

## What is an English Club?



### *An English Club is ...*

- A group of people—Club Members—who meet regularly to practice speaking, listening, reading, and writing in English.
- A series of regularly scheduled meetings where Members practice English and help the community solve problems.

### *Why start an English Club?*

- English is a global language.
- Knowledge of English can help people in their jobs and with international business.
- Knowledge of English can help people get work online with international companies.
- Members can have fun, interesting, thoughtful, and provocative conversations in English.
- English Clubs can solve problems in the community—while practicing English.

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### *Who can join the English Club?*

- Everyone who wants to practice English.
- Anyone who wants to practice English, no matter who they are.

### *Where can the English Club meet?*

- At a convenient place for Members.
- In American Corners, American Spaces, or American Libraries.
- At public places such as a school, library, church, or park, or a Member's house.
- At a place with easy access to public transportation.

### *When can the English Club meet?*

- At a convenient time for Members.
- Once a week, twice a month, or once a month—at a convenient time for Members.
- In the evening for professionals, Saturday afternoons for secondary students, or Saturday nights for university students—at a convenient time for Members.
- Before or after a religious service.
- At a time that is agreed to by the Members and Club Leader.

### *For how long can the English Club meet?*

- Members can decide whether Club meetings are one or two hours, and for one year or many years.



## Leaders and Members



## How is a Leader different from Members?

Leader	Members
<ul style="list-style-type: none"> <li>• Consults with Members to plan meetings</li> <li>• Establishes meeting time, date, and place</li> </ul>	<ul style="list-style-type: none"> <li>• Give feedback to Leader about meetings</li> <li>• Help to inform others about the Club and invite new Members</li> </ul>
<ul style="list-style-type: none"> <li>• Keeps a record of attendance and email or phone list</li> </ul>	<ul style="list-style-type: none"> <li>• Help to make sure meetings take place in English</li> </ul>
<ul style="list-style-type: none"> <li>• Facilitates meetings by using <i>The English Club Leader Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Club activities and help to improve the community</li> </ul>
<ul style="list-style-type: none"> <li>• Emails or calls Members when needed (for example: wish Members a happy birthday, ask about attendance)</li> </ul>	<ul style="list-style-type: none"> <li>• Give each other birthday wishes, support Members to attend meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Use <i>The English Club Member Handbook</i></li> </ul>

## 6 The English Club Leader Guide

### *What happens during English Club meetings?*

- At the first meeting, Leaders establish a meeting time, date, and place.
- Leaders and Members prepare the meeting room (or outside area) for their activities.
- Leaders use *The English Club Leader Guide* to plan and organize meetings.
- Members use *The English Club Member Handbook*.
- Leaders consult with Members to plan future meetings.
- Club meetings are conducted in English.
- Leaders and Members participate in conversations, skits, role-plays, interviews, debates, reading and writing activities, and community events to help improve the community.

### *A note about atmosphere ...*

- The goal of English Clubs is to practice English.
- Club meetings have a Leader and Members.
- Leaders and Members are equal and treated respectfully.
- Club meetings are fun, interesting, supportive times when everyone practices English.
- Club meetings are NOT a time to teach English—they are a time to practice English.
- Leaders are NOT teachers—they are coaches and guides for Members.
- Club meetings give Members opportunities to experiment and play with English.
- Leaders and Members must be kind, caring, and thoughtful.
- Leaders and Members must be supportive, encouraging, and respectful.
- Club meetings must be safe, supportive places where people talk about topics or ideas without fear.
- Club meetings have like-minded people who want to practice English and help their community.





## Advice for English Club Leaders

### Successful English Club Meetings

The success of a Club meeting depends on the Leader. After every meeting, English Club Leaders should answer the questions below. For “no” answers, read the section “Problems and Solutions for English Club Meetings.” As the Leader masters the skills of helping the group communicate more effectively, it will become easier to facilitate the discussions.

After every meeting, a Leader can ask the Members for their feedback by asking them the “yes/no” questions in the table. The Leader can write the questions on a chalkboard or whiteboard, and Members can write “yes” or “no” on a piece of paper at the end of the session. Or, if there is no physical space for the meeting, the Leader can read the question, and Members can hold their thumbs up to indicate a “yes” and their thumbs down to indicate a “no.” Leaders should use this information to help them improve their facilitation by reading and applying some of the strategies in the “Problems and Solutions for English Club Meetings” section.

### Successful English Club Meetings

	YES	NO
Do all Members speak English at the meetings?		
Do all Members—men and women (boys and girls)—participate equally?		
Do all Members feel free to speak?		
Do all Members want to practice English?		
Do all Members have equal time to speak?		
Do Members help each other with vocabulary?		
Do Members help each other with grammar?		
Do most Members attend regularly?		
Are the meetings fun, lively, and interesting?		
Do Members want to select the topic for the next meeting?		
When the meeting ends, do all Members know the next meeting date and place?		

## Problems and Solutions for English Club Meetings

Problem	Solution
Some Members talk all the time.	<ul style="list-style-type: none"> <li>Members decide how much time each person can speak. Recommended time is three minutes.</li> <li>Pick a Timekeeper. The Timekeeper is the referee (similar to a football referee). The Timekeeper watches the time and says “time’s up” when appropriate.</li> </ul>
Members who are one gender speak more than Members who are another gender.	<ul style="list-style-type: none"> <li>The Leader can talk with the women privately and the men privately to listen for solutions.</li> <li>Have two or three meetings for women only and two or three meetings for men only. Then, men and women meet and talk about the differences when the genders meet separately.</li> <li>For some Club meetings, the men and women can go into different rooms for forty-five minutes. Then, they come back and form a big group to talk about this experience. Try this for two or three meetings.</li> <li>In the <i>Handbook</i>, each topic has discussion questions. Men and women can be divided and meet in single-sex groups to discuss the topic.</li> </ul>
Some Members don’t come regularly.	<ul style="list-style-type: none"> <li>The Leader can ask Members: <ul style="list-style-type: none"> <li>Is our meeting day and time still convenient?</li> <li>Is our meeting location still convenient for most of us? If “no,” brainstorm different dates, times, and locations.</li> <li>Would you like different conversation topics and activities?</li> <li>If our conversations are not interesting, what would you like to talk about?</li> <li>Can we choose the topic for our next meeting before we go?</li> </ul> </li> <li>The Leader must use Active Listening and try to understand the Members and find solutions to the problem.</li> </ul>

Problem	Solution
Some Members don't come regularly.	<ul style="list-style-type: none"> <li>• At the end of each Club meeting, the Leader should say, "Remember that we will meet [give the date, time, and place for the next meeting]."</li> <li>• The Leader can ask Members to call each other one or two days before the next meeting to remind Members about the meeting.</li> <li>• Or, the Leader can schedule a reminder email or social media post one or two days before the meeting and on the day of the meeting.</li> </ul>
Some Members argue about English grammar or vocabulary.	<ul style="list-style-type: none"> <li>• The Leader should:               <ul style="list-style-type: none"> <li>▪ Choose a Member to write down confusing vocabulary or grammar and find an English speaker to explain the confusion;</li> <li>▪ Have the Members give a report at the next meeting about the vocabulary or grammar problem.</li> </ul> </li> </ul>
Some Members get angry or disagree with other Members.	<ul style="list-style-type: none"> <li>• The Leader can say:               <ul style="list-style-type: none"> <li>▪ Remember that we are here to practice English and not to convince others to accept our point of view;</li> <li>▪ Let's use Active Listening.</li> <li>▪ First tell us the Member's opinion and then say yours.</li> </ul> </li> </ul>
Some Members like to talk about politics.	<ul style="list-style-type: none"> <li>• The Leader can say:               <ul style="list-style-type: none"> <li>▪ We are not here to discuss the negative elements of people or politicians. We are here to identify how to solve problems in our community, discuss how others have solved similar problems, and decide how we can learn from those experiences.</li> <li>▪ Remember what President John F. Kennedy said, "Ask not what your country can do for you—ask what you can do for your country." Now, let's find ways the English Club can help our people!</li> </ul> </li> </ul>

Problem	Solution
Some Members like to talk about their religion.	<ul style="list-style-type: none"> <li>• The Leader can say:           <ul style="list-style-type: none"> <li>▪ We are not here to talk about religion.</li> <li>▪ We are discussing _____ [state the topic] and thinking about ways to help our community.</li> </ul> </li> </ul>
Some Members feel threatened or bullied because they struggle to speak at a meeting.	<ul style="list-style-type: none"> <li>• The Leader can say:           <ul style="list-style-type: none"> <li>▪ Remember that we are here to practice English and not criticize anyone.</li> <li>▪ The more you practice, the better you'll get.</li> <li>▪ Allowing ourselves and others to make mistakes is part of the learning process.</li> <li>▪ Remember that we want the Club to be a safe place where Members can speak freely.</li> </ul> </li> <li>• The Leader must also remind Members to speak freely and to feel confident about practicing English.</li> </ul>

## Suggestions for Preparing Club Activities

### Beginning Club Meetings: The First Ten Minutes

Here are suggestions for beginning Club meetings:

- Check supplies if needed: markers, pens, pencils, paper, etc.;
- Welcome Members;
- Ask Members to introduce themselves to the group, or ask Members to speak to the person next to them and then introduce this person to the Club;
  - Name;
  - Occupation;
  - Reason for joining the Club;

[Note: If Members know each other this is not necessary. When new Members join, everyone should give introductions.]
- Present the topic or idea for the meeting;
- Ask Members to share ideas with each other for two minutes on the topic or idea;
- If the topic is a continuation from a previous meeting and there are new Members, ask the returning Members to share what was discussed in the previous meeting;
- Introduce two or three vocabulary words about the topic or idea.

**Remember:** There are many different ways to begin Club meetings. Start with the suggestions above. Then, find new and different ways to begin the meetings. It is important to be creative. If meetings are fun and enjoyable, Members will be happy to return each week.



Think about these questions and brainstorm with the Members:

1. What different ways can we begin Club meetings?
2. How can we make the meetings more enjoyable?
3. How can we make the meetings more fun?



## Organizing a Skit, Interview, or Role-Play

What is a skit? A skit is a short conversation or dialogue between two or more people. It tells a story or part of a story. Synonyms for “skit” are “sketch,” “drama,” or “dialogue.”

**Preparation:** Before each Club meeting, the Leader must read the skit and discussion questions. The Leader should prepare the script for the skit by taking a pencil and filling in the topic and other relevant information in the script outline below. Next, the Leader should think of discussion questions that are culturally relevant and write them down.

The characters are listed at the beginning of each skit. Remember to count the number of characters needed for the skit and ask for the appropriate number of volunteers.

Reading the skit before the meeting is very important so that if a Member has a question, the Leader can answer that question.

At the Club meeting, read the prepared script. When the skit is finished, the Leader should follow the directions for the English Club meeting activity that accompanies the skit.

At the end of the meeting, erase the pencil marks on the script outline so that it may be used again.



## Script Outline for Skits, Interviews, and Role-Plays

To introduce skits, interviews, or role-plays, the Leader should fill in and read from the following script outline. The Leader should always prepare the outline before the meeting to make sure the topic and other necessary details about the meeting are correct.

The Leader will say:

- *For this meeting, we have a/an \_\_\_\_\_ [skit, interview, or role-play] about \_\_\_\_\_ [say the topic].*

- *Who will volunteer to read the introduction to the section? Thank you. Please read the information at the beginning of the section.* (If the introduction has been read during the previous meeting, say: *Please read the information at the beginning of the section to remind us what the topic is about.*)
- *We need volunteers to be the Narrator and other characters. Who will be the Narrator? Who will be \_\_\_\_\_*  
[read the name of other characters until everyone is assigned a role]?
- *Volunteers, please prepare the skit (interview or role-play) and dramatize it if you can by pretending you are the character. Volunteers can use props (clothes such as hats, jackets, or skirts—or furniture such as a table or chairs). These props will help the presentations be more dramatic. We will give you ten minutes to prepare. You may read the skit (interview or role-play) or memorize your section—whatever you like.* [If this is a role-play, then the Leader says: *Please act out the role-play and say what you think your character would say in the situation presented.*]

While the volunteers prepare the skit (interview or role-play), the Leader presents the vocabulary. The Leader says:

- *Let's look at the vocabulary for this activity.*
- *What vocabulary do we know?*
- *What vocabulary can we practice?*

After ten minutes, the group preparing the skit, interview, or role-play should return and present. The Leader says:

- *We are ready to begin the skit (interview or role-play). Let's quietly watch the skit.*
- *The Narrator may begin.*

Each skit group presents their skit to the Club. The Leader is responsible for stopping the skit if the volunteers take too much time.



When the skit (interview or role-play) is finished, the Leader checks that the Members understand the skit. The Leader asks:

- *What happened first?*
- *What happened next?*
- *After that, what happened?*
- *What happened at the end of the skit (interview or role-play)?*

When Members understand the skit, the Members make small groups [follow the section “Organizing Small Group Conversations”] or stay as one big group to talk about the Conversation Questions. Learn how to present the content questions in the section “Introducing Content Questions.”

## Organizing Small Group Conversations

Club meetings with eight or fewer Members can choose to work as one group or divide into small groups. Clubs with more than eight Members may want to create small groups. Small groups give Members more opportunities to practice English with each other. If Members want to work in small groups, ask each Member to select a role/responsibility he or she will have in the group. Below are examples of roles that Members can have in small group conversations.

## Small Group Roles

Role	Responsibility
Group Director	<ul style="list-style-type: none"> <li>• Makes sure Members speak and listen to each other;</li> <li>• Helps Members use Active Listening (see page 13 in the <i>Member Handbook</i> and page 30 in the <i>Leader Guide</i>);</li> <li>• Gives opportunities to each Member to speak.</li> </ul>
Note-taker	<ul style="list-style-type: none"> <li>• Makes notes about what the Members say;</li> <li>• Prepares a short report to give to the Club about the small group discussion.</li> </ul>



Role	Responsibility
Timekeeper	<ul style="list-style-type: none"> <li>• Watches the time and makes sure the group completes the task;</li> <li>• Helps the Group Director make sure everyone in the group speaks equally.</li> </ul>
Vocabulary Collector(s)	<ul style="list-style-type: none"> <li>• Makes a note of vocabulary questions the Members have;</li> <li>• Tries to find answers to these questions from other Members, or an English speaker in the community, or the Internet;</li> <li>• Gives the Leader a list of the vocabulary questions.</li> </ul>
Grammarian(s)	<ul style="list-style-type: none"> <li>• Makes a note of grammar questions or problems the Members have;</li> <li>• Tries to find answers to these questions or problems from other Members, or an English speaker in the community, or the Internet;</li> <li>• Tells the Leader what grammar problems the Members are interested in learning more about.</li> </ul>

## Organizing Large Group Conversations

For large clubs (with more than twenty Members), make small groups with five Members each. Each Member selects a small group role to play. When the small groups finish their work, each small group gives a short (three-minute) report to the entire Club. This report should summarize the small group conversation. The Note-taker or Group Director can give this report.

## Introducing Content Questions



The Leader should say:

*Now look at your Handbook. Choose a few questions to talk about. Prepare to share your ideas with the other Members. Use Active Listening.*

The Leader tells the Members how much time they have to talk about the questions.

## Conversation Questions: Choose a Few to Talk About

Before the Leader divides the Members into groups, the Leader should say:

- Who will volunteer to read the questions aloud for us?
- Are there any questions about the meaning of words in these questions?

Next, if the group is too large, the Leader may divide the Members into groups by gender or by number (counting four people and having them form a group).



The Leader visits each small group. If there is arguing, the Leader reminds the Members to use Active Listening. When fifteen to twenty minutes have passed, the Leader says:

*Time's up. Let's listen to each group's ideas.*

The Leader gives each group (or Members if there is only one big group) time to share their discussion for approximately five minutes.

After each group or each Member speaks, the Leader can say:

- *Thanks for sharing.*
- *Please remember that we are here to practice English.*
- *All Members have a right to their own opinions.*
- *We understand that this story presents a difficult dilemma.*
- *For this reason, there is not just one correct answer.*

When everyone is finished sharing ideas, the Leader asks:

- *Now, what issues does this story raise for us?*
- *What problems do we have in this community that are similar to*

\_\_\_\_\_ [say the topic of the skit, interview, or role-play or the person the skit, interview, or role-play is about]?

Give the Members time to think and then ask them to share their ideas. Ask a volunteer to write down these issues so the Club can use them at other Club meetings. Then the Leader says:

- *I hope you enjoyed this meeting.*
- *At our next meeting, we will talk about \_\_\_\_\_* [tell them the topic of the next meeting].
- *I hope you will return so we can continue practicing English.*
- *Thanks for coming.*

## Organizing a Debate

**Preparation:** Before the Club meeting, the Leader must read the topics of the section and prepare.

At the Club meeting, the Leader follows these steps:

1. Choose a debate topic (there is a list at the end of each section).
  - Members vote on the topics, and the topic with the most votes is chosen;
  - OR
  - Members choose the topic by consensus—everyone agrees on a topic.
2. Choose a Member to be the referee—the referee is the Timekeeper and stops Members when “time’s up.” [Note: The referee must be strong and direct; if the referee cannot stop the debate speakers, the Leader must intervene.]
3. Ask six Members to volunteer and divide them into two teams.
  - a. Team A is **FOR** the topic—this is the “**PRO**” side.
  - b. Team B is **AGAINST** the topic—this is the “**CON**” side.
4. Tell Team members to select their debate role—each team has three speaker roles:
  - a. Speaker 1—this person prepares the main arguments of the debate (Pro or Con).
  - b. Speaker 2—this person gives the rebuttal against the opposing team (Pro or Con).
  - c. Speaker 3—this person prepares a summary and conclusion of the argument (Pro or Con).
5. When the Team members have selected their roles, the Leader reads the introduction at the beginning of each section.

## Debate Sequence and Timing

Here is the sequence for the debate speakers:

1. Speaker 1 (Team A) PRO presents the arguments (two minutes).
2. Speaker 1 (Team B) CON presents the arguments (two minutes).
3. Speaker 2 (Team A) PRO presents the rebuttal (two minutes).
4. Speaker 2 (Team B) CON presents the rebuttal (two minutes).
5. Speaker 3 (Team A) PRO presents the summary/conclusion (one minute).
6. Speaker 3 (Team B) CON presents the summary/conclusion (one minute).
7. Audience asks questions (ten minutes).
8. Audience votes on the best debate team, the Leader and referee count the votes and announce the winner, and teams congratulate each other. [The Vote Procedure: Members can raise their hands to vote, and the Leader and referee count the hands. OR, Members can vote on pieces of paper—in secret. If paper ballots are used, the Leader must prepare the ballots in advance of the Club meeting.]

# Debate in Eight Easy Steps

## Team A



1. PRO  
Presents the arguments  
2 min



3. PRO  
Presents the rebuttal  
2 min



5. PRO  
Presents the  
summary/conclusion  
1 min

## Team B



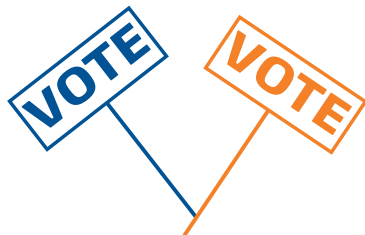
2. CON  
Presents the arguments  
2 min



4. CON  
Presents the rebuttal  
2 min



6. CON  
Presents the  
summary/conclusion  
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

**Remember:**

- Follow the steps—be sure to go from one team to the other.
- The referee must keep the time carefully and be sure to give each team equal time.
- When the audience asks questions (#7), the questions must be brief. The audience can ask questions to either side of the debate.

## Debates and Conversations: Useful Vocabulary and Phrases

To begin a debate or conversation	<ul style="list-style-type: none"> <li>• Today we are here to debate (talk about) ...</li> <li>• The goal for our debate (conversation) today is to discuss ...</li> </ul>
To continue a debate or conversation	<ul style="list-style-type: none"> <li>• Let's go on to another point ...</li> <li>• Next, let's talk about ...</li> </ul>
To give an opinion	<ul style="list-style-type: none"> <li>• In my opinion ...</li> <li>• As far as I'm concerned ...</li> <li>• The way I see it is ...</li> <li>• Personally, I think ...</li> </ul>
To ask for clarification	<ul style="list-style-type: none"> <li>• Would you please further clarify your point about ... ?</li> <li>• Kindly explain ... more fully.</li> <li>• Sorry, I don't quite follow your point ...</li> <li>• Can you tell us more about ... ?</li> <li>• What do you mean?</li> <li>• Would you mind explaining/clarifying ... ?</li> <li>• What you mean to say is ...</li> <li>• What you are trying to say is ...</li> <li>• Have I got this right that you said ... ?</li> <li>• Are you trying to say ... ?</li> <li>• So what you mean is ... ?</li> </ul>

To restate a point	<ul style="list-style-type: none"> <li>• In other words ...</li> <li>• What I'm trying to say is this ...</li> <li>• I mean ...</li> <li>• To put it another way ...</li> <li>• To explain it in a different way, let me say ...</li> </ul>
To convince	<ul style="list-style-type: none"> <li>• You must admit that ...</li> <li>• Let's not forget ...</li> <li>• You should remember that ...</li> <li>• You've convinced me that my idea is wrong/bad/not practical ... and I have changed my mind about ...</li> <li>• All right. You've persuaded me that my point is not valid because ... so I can now agree with you ...</li> <li>• I can see that our points are similar so ...</li> <li>• I'm convinced that your point is valid/useful/practical, and I admit that you've helped to change my mind about this.</li> </ul>
To agree	<ul style="list-style-type: none"> <li>• Don't you agree ... ? or Wouldn't you agree ... ?</li> <li>• Yes, you're right/correct ...</li> <li>• I definitely agree that ...</li> <li>• That is exactly what I think ...</li> </ul>
To disagree	<ul style="list-style-type: none"> <li>• I don't agree with you about ... because ...</li> <li>• I'm sorry but I don't share your opinion about ... because ...</li> <li>• I can see your point, but I disagree with you because ...</li> <li>• I'm afraid I can't agree because ...</li> </ul>

To argue or give a rebuttal	<ul style="list-style-type: none"> <li>• Maybe what you say is true, but I am not sure about ...</li> <li>• You may be correct, but I'm not convinced about ...</li> <li>• I see your point, but I am not sure I agree because ...</li> <li>• Actually, that is not true because ...</li> <li>• In fact, you are not correct because ...</li> <li>• Well, I'm not sure you're right about that because ...</li> <li>• I'm afraid you're missing the point ...</li> <li>• I don't think that has anything to do with our topic ...</li> </ul>
To suggest	<ul style="list-style-type: none"> <li>• I suggest that you/we ...</li> <li>• Why don't we consider ... ?</li> <li>• OK. That makes sense because ...</li> <li>• Of course. I agree with you because ...</li> <li>• Certainly, your point is valid because ...</li> </ul>
To refuse	<ul style="list-style-type: none"> <li>• I'm sorry but your idea is out of the question because ...</li> <li>• Unfortunately that is not possible because ...</li> </ul>
To interrupt a speaker	<ul style="list-style-type: none"> <li>• I'd like to add/consider something here ...</li> <li>• May I please make my point?</li> <li>• I must interrupt you here ...</li> <li>• Would you please give me the floor for a moment?</li> </ul>
To express preference for	<ul style="list-style-type: none"> <li>• I think the best/worst idea is ...</li> <li>• Her/his comment is the best/worst ...</li> <li>• One of the best/worst suggestions is ... so we should ...</li> </ul>
To conclude the debate or conversation	<ul style="list-style-type: none"> <li>• In conclusion, I defended/supported this position because ...</li> <li>• The purpose of this debate was to ... and we have ...</li> <li>• Our team has concluded that ...</li> <li>• We end with this ...</li> </ul>



## Inviting and Interviewing a Guest Speaker

### Preparation



Part 1: Write the names of the possible guest speaker experts and which Member will invite them

1. \_\_\_\_\_  
Club Member \_\_\_\_\_
2. \_\_\_\_\_  
Club Member \_\_\_\_\_
3. \_\_\_\_\_  
Club Member \_\_\_\_\_

### Part 2: Communicate with the speaker

Ask the speaker to prepare a fifteen- to twenty-minute presentation to talk about the issue or problem identified in the previous Club meeting. The Leader or Member who knows the guest speaker can introduce this person to the Members. If the guest speaker does not speak English, the Leader can ask for five Members to volunteer to be interpreters. Each interpreter can translate the guest speaker's presentation into English (five minutes each), and one can interpret the questions from the Members and answers from the speaker.

Topics to be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration
- Possible solutions
- Proposed actions

Remember, these are community problems. The Members may want more information about the problem or issue. An additional guest speaker may be useful to discuss your action plans. Be flexible, be creative.

### Part 3: Confirm guest speaker

A few days before the meeting, the Leader should confirm the guest speaker's attendance at the meeting. The Leader may learn at the last minute that the guest speaker cannot attend. The Leader should have a meeting activity prepared to replace the guest speaker presentation.



### Part 4: Coordinate the meeting

At the Club meeting, the Leader or inviting Member should introduce the guest speaker, giving information about the speaker's training, education, experience, and expertise on the presentation topic. The Leader asks the guest speaker to pause so Members can ask questions during or after the presentation. The Leader tells this to the Members:

*Today, I want to introduce you to [name of guest speaker], who is our guest speaker. Please give a round of applause for our guest speaker. We will have a fifteen- to twenty-minute presentation. Please listen carefully. If you have questions, wait for the guest speaker to pause and then you will be able to ask your question.*

If the guest speaker does not speak English and there are Members who are interpreters, the Leader can say:

*I need five Members to be interpreters for our guest speaker. Each volunteer will interpret the presentation into English for five minutes. I will watch the time and change each volunteer interpreter after five minutes. One volunteer will interpret the questions and answers at the end of the presentation. Thank you to the volunteers for helping us. Now, volunteers, please come to the front of the room and stand next to the guest speaker.*

When the volunteers are in place, the Leader says:

*Are we ready to begin? Let's start.*

At the end of the presentation, the Leader calls on Members to ask questions that will help them complete an action plan during the next meeting. The Leader should ask the Members to focus the questions on advice and solutions for the issue they would like to address in the community.

After the Club meeting, the Leader should send a thank-you note via SMS or email, or mail the note to the guest speaker.

**SPECIAL NOTE:** Some guest speakers arrive late. The Leader should prepare a short activity for Members to do while waiting for the guest speaker to arrive.

## Talking about Sensitive Topics: Trauma and Mental Health

There are violent conflicts worldwide, inside countries and between them. In homes all over the world, families experience domestic violence. Violence can be ongoing or happen and end quickly. Violence can hide—under the surface—for a long time.

Adults and children who survive violence may have physical wounds—on the face, arms, or legs. Some physical wounds we can't see—on the stomach, back, or thighs. Some wounds we can only feel—in our hearts and minds. These are psychological wounds.

Violent experiences cause psychological wounds—**trauma**—and may cause other mental health problems. Most adults and children who survive violence have trauma—this is very common.

Sometimes, trauma is visible. Adults and children may shout and act violently or aggressively. They may wander around town. They may have dirty clothes and bodies. They may eat or sleep a little. They may cry, have headaches or stomachaches, feel short of breath, nauseous, or weak—and there won't be a medical illness.\* They may not want to talk, laugh, or play. They may have nightmares (bad, scary, violent dreams). They may worry most of the time, feel nervous, never feel at peace, always expect bad things to happen, and/or be afraid of getting sick or dying.\*

Adults may drink alcohol and physically abuse family members. Many times these events happen in secret, and the family is afraid to speak. In school, children may not concentrate. They may not smile or play. They may fight a lot with other children. These reactions are normal, and not all children will react in the same way.\*

People with trauma may not understand that they have trauma—and friends and family may not understand either. Medical people—doctors and nurses—and community leaders—mayors, police, and church officials—should help people with trauma get medical help.

It is common for people with trauma to experience trauma again when something makes them remember the violence. This is called **re-traumatization**.

Some Club meeting activities may be difficult to discuss. The topic may touch a violent memory. When this happens, Members may become quiet, angry, sad, or unstable.

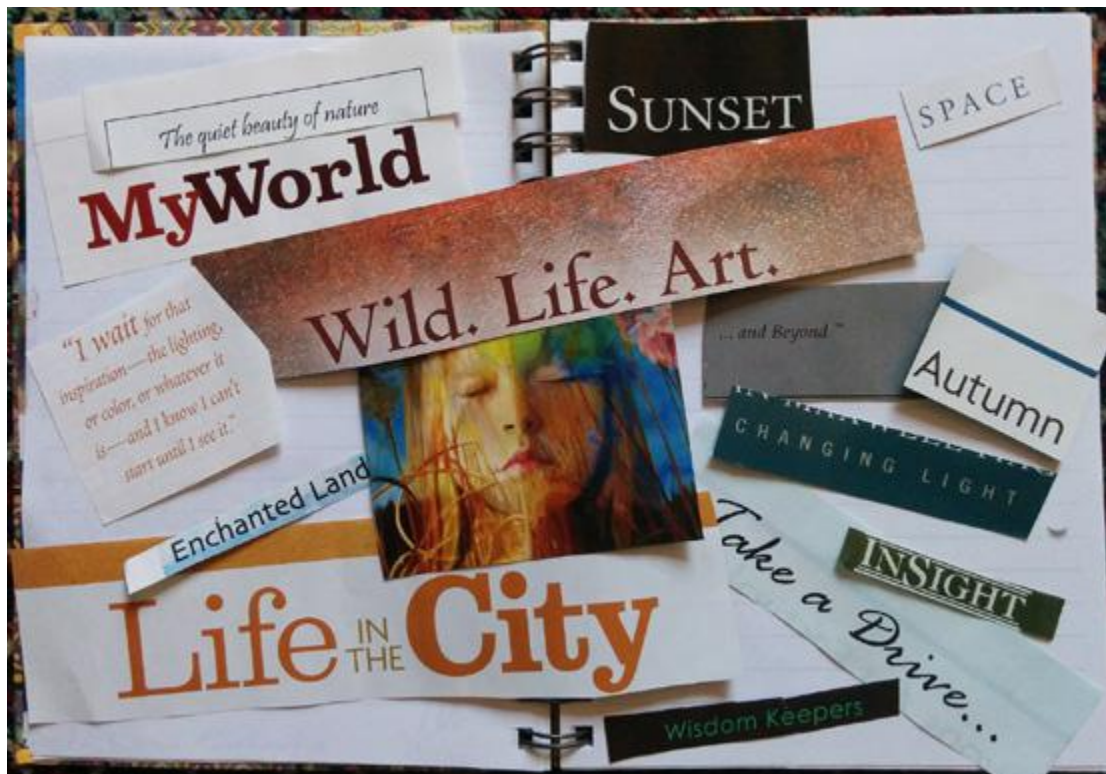
The Club Leader and Members must be very sensitive to the possibility of re-traumatization. The Leader should find a doctor or nurse to help Members with trauma. Or, it may be necessary to stop a Club meeting or give Members time to share their story. Maybe a Member will need to leave the Club meeting or speak quietly with a friend outside the meeting. Everything possible should be done to support the mental health and safety of the Members, even if it means asking a Member to leave the meeting and return after receiving help from a professional.

The Leader and Members must remember that Club meetings should be a safe place for everyone to find sympathy and encouragement—to practice English and share opinions, thoughts, and stories. The Leader and Members should never talk about each other after the meeting unless talking to a doctor or mental health professional.

\*Adapted from UNICEF.

UNICEF. “The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual.” [toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial\\_Care\\_and\\_Protection.PDF](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF). Accessed 27 Jan. 2017.

## Creating a Vision Board



A Vision Board can be a poster, paper, screenshot, or mural on the side of a building. It can be a piece of paper or poster board with drawings, photos, and pictures cut from magazines. The Vision Board is a visual representation of your wishes, dreams, and/or desires for positive change in your community. It can be developed on a smartphone or computer via Pinterest ([www.Pinterest.com](http://www.Pinterest.com)), where everyone has access to the photo board. You can read the following article for guidance on using Pinterest: <https://rossieronline.usc.edu/blog/pinterest-for-students/> or see their Help Center to get started: <https://help.pinterest.com/en/guide/all-about-pinterest>.

For English Clubs, the Vision Board is a visual reminder of the positive changes the Club wants for the community in the future. For example, imagine that your community would like to have all children wear school uniforms, but the reality is that many families cannot afford school uniforms. On the Club Vision Board, Members can draw or find pictures of students in school uniforms. Members can also draw pictures or find photos to show what the Club can do to ensure

that all children get uniforms. After collecting and putting all the photos, drawings, and pictures on the poster, the group will place the poster somewhere where they can see it and feel inspired.

Members can make small contributions towards buying the following needed materials for the Club or ask for donations.

- Photos, magazines
- Scissors
- Tape and/or glue
- Poster paper

When meeting, Members should first decide and agree on a vision for the community about the discussion topic. Once Members have decided on what positive changes they would like to make and how they would like to make them, Members find photos, pictures, and words that are related to their goals for the community. Then, Members discuss and decide together where the photos, pictures, and words should go before gluing or taping them onto the paper.\*

\*This activity can also be completed on an individual basis.

Now, you are ready to begin! Have a good time!



## The First English Club Meeting

**Preparation:** Before this Club meeting begins, the Leader must prepare for the meeting by reading through the directions and skit.

*Welcome to our English Club meeting. At this meeting, we have four important tasks to accomplish.*

1. *We want to meet each other, so please turn to your neighbor, the person sitting next to you, and introduce yourself. Tell each other why you are here and what you want to do at our Club meetings. You have five minutes and then I will ask each of you to introduce the person sitting next to you to the rest of the group.*

After five minutes, the Leader should stop the pairs and ask for everyone to listen as each person introduces the person they spoke with by stating their neighbor's name, occupation or responsibility, and a reason for coming to the Club. If there is a small group, the Leader gives Members two minutes to introduce their neighbor to the entire group. If there is a large group, the Leader should ask three pairs to form a small group. In this smaller group, everyone should present their partner.

If the group is large, the Leader walks around and listens to the conversations. After fifteen minutes, the Leader can address the whole group. Say that the group is large and it will take time to meet everyone. Ask for ten volunteers to introduce their neighbors—two minutes per introduction. Encourage the Members who did not get a chance to meet to introduce themselves to the Members they do not know at the next meeting. Follow this link for creative introduction ideas: <https://www.pinterest.com/explore/introduction-activities/>.

2. *Thank you for your introductions, and welcome again to this Club. Now, we must choose our meeting time and day. Let's see if we can find a day and time that is convenient for everyone. Can someone propose a day and time that we can meet on a regular basis?* The Leader must listen to the Members and select a day and time that is convenient for the majority of the Members. This may require some negotiation.
3. *Now, we need a regular place to meet. Can someone propose a convenient place near public transportation or easy to reach on foot?* The Leader listens to the Members and selects a convenient place for all Members.
4. *Today we will talk and learn about two activities we will use in our Club. The first activity is called Active Listening and the second is Brainstorming. In our Club we will use these activities often.*



## Rules for Active Listening



The Leader says:

*Do you know who the Native Americans are?*

The Leader gives Members time to answer. Then the Leader says:

*Native Americans lived in the U.S. before Europeans came. Many Native American ideas and proverbs were used by the European immigrants to America to encourage good behavior as citizens and human beings. Mary T. Lathrap is a writer from the 1800s who wrote many poems and short essays on good behavior. One of her famous poems, “Walk a Mile in His Moccasins,” uses a Native American term, moccasins, for shoes.*

*Read with me in the Handbook:*

BEFORE WE CAN UNDERSTAND OTHERS, WE MUST WALK A MILE IN THEIR SHOES.  
BEFORE WE CAN WALK IN OTHER PEOPLE’S SHOES, WE MUST FIRST TAKE OFF OUR OWN.

The Leader asks:

*What does this proverb mean to you?* Members share ideas.

Possible ideas:

1. We have to listen without judging the other;
2. We should not assume that we know what someone means; we should ask them;
3. We should be willing to put our own beliefs aside to try to understand someone else.

The Grammarist. “Walk a Mile in Someone Else’s Shoes.” [grammarist.com/phrase/walk-a-mile-in-someone-elses-shoes/](http://grammarist.com/phrase/walk-a-mile-in-someone-elses-shoes/). Accessed 27 Jan. 2017.



The Leader says:

*The goal of this English Club is to practice English. We can't practice unless we talk to each other. We will have many ideas, and some ideas will be controversial—this is a stimulating way to practice English. However, we must talk to each other respectfully by asking polite questions and rephrasing what the other person has said until we understand what the other person means. In the U.S., this technique is called Active Listening.*

*Today we will talk about this technique. We will practice Active Listening and use it in our Club meetings. We must remember the lesson of this proverb for Active Listening: listen without judging others. We will use Active Listening in our meetings when people have different opinions. By listening actively we can understand different points of view—even though we may not agree. It is OK if we don't always agree.*

*What do we do when we listen actively? Read with me from the Handbook:*

- Listen to the words and feelings of the Member.
- See the world and feel the world through the Member's eyes—empathize with this person.
- Try to understand the Member's feelings.

The Leader must let Members ask questions or make comments. Then the Leader says:

*Now, let's read together the Rules for Active Listening:*

## Rules for Active Listening

- Let's not think about our opinions—let's listen to each other.
- Let's try not to judge others.
- Let's try to understand each other as if we are walking in each other's shoes.
- Let's listen with:
  - Our ears;
  - Our eyes;
  - Our hearts.
- Let's watch for non-verbal signs when Members talk.
- Let's allow Members to talk and then ask them to explain further.



Ask Members questions to help them clarify their ideas.

- Could you explain further?
- Can you tell me more about \_\_\_\_\_?
- I want to try to summarize your idea—may I? [Member summarizes the other's idea.]
- Let me check. Did you say \_\_\_\_\_? [Member summarizes the other's idea.]
- You said \_\_\_\_\_. Is this correct?
- I want to try to restate your opinion without criticizing you—may I?

The Leader must let Members ask questions or make comments. Then the Leader says:

*As the Club Leader, I have rules to follow to help all of us be active listeners. Here are my rules. I will:*

1. *Ask Members to summarize or restate their comments;*
2. *Stop anyone from criticizing another Member;*
3. *Make positive comments to the Members who follow the rules.*



## Rules for Brainstorming

The Leader says:

*Brainstorming is a technique to find new ideas. Brainstorming is NOT a technique to find the best idea. It's a technique to find LOTS of fun, interesting, silly, or important ideas. Here are the rules for brainstorming. Let's read them.*

### Rules for Brainstorming

- Everyone has ideas.
- All ideas are good.
- Don't criticize any ideas.
- Don't debate any ideas.
- No idea is crazy or bad.
- Use one idea to create a new idea.
- Give lots of ideas.
- Be creative, funny, crazy!

*Any questions? Let's practice brainstorming. Now, I need a volunteer who can write down our ideas.*

The Leader chooses a volunteer to write ideas on paper or the chalkboard—all ideas—without comment.

*Here's an exercise for us to practice brainstorming. Here is the problem: What can we do with plastic bottles? We use them to hold water, but now let's brainstorm creative ideas for using them.*



The Leader encourages Members to give ideas. The volunteer writes them down. Stop after five to ten minutes. Then the Leader says:

*Good ... now, here is another practice. This is not a true story—it is a brain game!*

*Let's imagine that last week, there was a plane crash in our community, and inside the plane we found 1,000,000 footballs. What can we do with these balls?*



It may take Members time to begin brainstorming. If no one gives suggestions, the Leader can give some ideas. Remember that all brainstorming ideas must be accepted. The Leader can say:

*I see that some of you are hesitating. I will give a few ideas to help us get started. For example, we can sell the balls at the market and use the money for our Club. We can cut up the balls and use the leather to make bags or covers for books. Now, it's your turn to give ideas.*



Encourage the brainstorming for five to ten minutes. Be sure the volunteer writes down all ideas—without comment.

After the brainstorming stops, ask the Members to think about the experience of brainstorming. Have a conversation with the Members. Ask:

*How did you feel when we brainstormed?*

*Do you think brainstorming can be a useful technique?*

*How might it be useful—and how not?*

When it is time to end the meeting, do the following:

1. Tell Members that it is time to end the meeting.
2. Ask Members if they want to propose a meeting activity for the next meeting—or if they would like to select a topic and an activity from *The English Club Member Handbook*.
3. Make a collaborative decision about the next Club meeting activity.
4. Remind the Members about the next meeting date, day, time, and location.
5. Thank the Members for coming and for their efforts at practicing English.

## English Club Activities

Choose the activities that interest you. Activities may be followed in sequence or as the group pleases. All activities are suggestions, not rules. Most importantly:

*Be creative!*

*Help the community!*

*Have fun!*



## CHILDREN'S RIGHTS



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

Malala Yousafzai is the founder of the Malala Fund, which is a group that works towards providing education for all children regardless of gender. From a young age, Malala was an active critic of the Taliban and their attempt to keep girls from getting an education in parts of Pakistan and Afghanistan. Because she spoke out against the Taliban, Malala was shot in the head in an assassination attempt. She survived this attempt and dedicated her life to providing an education for all children regardless of social class and gender.

## A Skit

### Useful Vocabulary and Expressions

<b>Afraid, to be afraid of</b>	Fearful, to be fearful of; scared, to be scared of
<b>To stand up for something</b>	To support something
<b>Nobel Peace Prize</b>	The most prestigious prize in the world. It is usually given each year to a person—or group of people—who, in the year before, worked for peace. The prize winner is selected by five judges from Norway.
<b>Anonymous</b>	Not named or identified
<b>To destroy</b>	To cause something to end or no longer exist; to cause the destruction of something
<b>To dare</b>	To have enough courage or confidence to do something; to not be too afraid to do something
<b>To have the right to do something</b>	To have the liberty and authority to do something
<b>Target</b>	A person or object that is the goal of an attack
<b>Alive</b>	Having life; living; not dead
<b>Recover</b>	To become healthy after an illness or injury; to return to normal health
<b>Death threat</b>	When a person or group threatens to kill another person
<b>Behead</b>	To cut off the head of someone especially as a punishment
<b>Taliban</b>	A fundamentalist Islamic militia
<b>Militant</b>	A person aggressively engaged in warfare or fighting for a cause
<b>Ban (Banned)</b>	To be prohibited; not allowed
<b>(Civil) Rights</b>	The rights that every person should have regardless of his or her sex, race, or religion
<b>Suppression</b>	To keep someone from his or her legal rights

**Surgery**

A medical treatment in which a doctor cuts into someone's body in order to repair or remove damaged or diseased parts

## The Characters

Malala (Ma)	Narrator 1 (N1)	Narrator 2 (N2)	Taliban (T)	Mother (Mo)
Father (Fa)	Man	Award Giver (AG)	Friend (Fr)	

<b>N1:</b>	When Malala Yousafzai was a young girl, she lived in Pakistan with her family. Her father was a teacher and school director of a school for girls. Malala went to her father's school.
<b>N2:</b>	<b>Taliban militants</b> started harming the community. They killed and <b>beheaded</b> policemen. They showed the heads to the villagers. The villagers were <b>afraid</b> . In 2008, when Malala was eleven years old, one <b>Taliban militant</b> , Fazlullah, spoke on the radio. This is what he said.
<b>T:</b>	Stop watching television. Television is bad. Stop listening to music. Music is bad. Bring all televisions to me. I will <b>destroy</b> them. Girls must stop going to school. School is bad for girls.
<b>N1:</b>	Her father did not close the girls' school, but some of Malala's friends stopped going to school. Malala's father spoke in public about the problems. Malala wrote on the Internet for BBC News. She wrote <b>anonymously</b> so no one knew a young girl was writing. This is what Malala wrote.
<b>Ma:</b>	Before, we were twenty-seven girls in my class. Now we are only eleven girls. This number decreased because the <b>Taliban banned</b> all girls from going to school.
<b>N2:</b>	The problems continued. The <b>Taliban militants destroyed</b> more than 100 girls' schools. Malala spoke against the <b>Taliban</b> on national television. Malala's father spoke about the problems with girls' education. Malala was fourteen years old in 2011. That year she received many international awards. Here is what one award giver said.

AG:	We give this award to Malala. She is courageous. She <b>dared to stand up for</b> girls. She told her community and the world that girls <b>have the right to</b> go to school.
N1:	By 2012, Malala was very famous for supporting the <b>right</b> of girls to go to school, but she received <b>death threats</b> in newspapers and at home. Malala's mother and father were <b>afraid</b> . This is what her mother and father said.
Mo:	I don't like these awards. I am scared. Malala is a <b>target</b> for the <b>Taliban</b> . I don't like to go out in public. I don't like anyone to take my photograph. I don't want Malala to speak in public. I don't want awards. I want my daughter safe.
Fa:	I am not happy. In Pakistan, we don't honor people when they are <b>alive</b> . We give honor when they are dead. This is a bad sign. I only want to educate my children and my nation. But when we have problems, we must speak out. I am proud of my daughter.
N2:	Malala continued to go to school. She continued to win awards. In 2012, Malala was fifteen years old. One day, she was on the school bus going home surrounded by friends. The bus neared a checkpoint, and Malala saw a sign that read, "Wanted Terrorists." The photograph was the man from the radio, Fazlullah. He was still free after three years. This is what Malala and her friends said.
Ma:	Soon winter will be here and we will have snow.
Fr:	It is very quiet. Where are all the people?
Ma:	I don't know. But right now I am proud. My mother is going to school. This is her first day. Today she will begin to learn to read and write. I am very happy that she is going to school.
N1:	A man stopped the bus before the checkpoint to ask a question. A second man entered the back of the bus where the girls were seated. This is what the man said.
Man:	Who is Malala?
N2:	None of the girls spoke, but several looked at Malala. The man held out a gun and fired three shots. Malala was shot in the head. The bus driver drove to the hospital. The nurses and doctors worked to save her. After a few days, the government flew her to a hospital in Britain. Malala <b>recovered</b> after more than five months and multiple <b>surgeries</b> . In 2014, Malala received the <b>Nobel Peace Prize</b> . She fought against the <b>suppression</b> of children, and she fought for the <b>right</b> of all children to be educated.



This skit is a fictionalized reconstruction of actual events and conversations from:

Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little, Brown and Company, 2013.

This skit also includes facts from:

Paramaguru, Kharunya. "The Road to Recovery: Malala Yousafzai Discharged from Hospital." *Time*, 4 Jan. 2013, [world.time.com/2013/01/04/the-road-to-recovery-malala-yousafzai-discharged-from-hospital/](http://world.time.com/2013/01/04/the-road-to-recovery-malala-yousafzai-discharged-from-hospital/). Accessed 17 Dec. 2016.

## Continue Learning

Watch her Nobel Peace Prize acceptance speech on the Malala Fund YouTube channel:

<https://www.youtube.com/watch?v=MOqIotJrFVM>





## Conversation Questions: Choose a Few to Talk About

1. Which person in the story was the most important for you? Why?
2. If you were Malala's father or mother, what would you have told her to do in 2008? In 2011? In 2012?
3. Do you believe Malala did the right thing? Would you have supported her?
4. Do you believe that your community has a problem that can be solved?
5. Do you know someone in the community who is doing something like Malala? Explain.
6. Can you help this person with the problem? Why or why not?
7. If your sister (or brother, friend, father, mother—someone you love) became involved in solving a community problem, would you join? Why or why not?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outlines for Skits, Interviews, and Role-Plays.” Prepare two chairs in the front of the meeting room and two separate places where men and women can meet privately. For example, the groups can meet in different rooms. Or one group meets outside, one inside. The groups need private places where they can speak freely.

## Useful Vocabulary and Expressions

To congratulate	To tell someone “good wishes” for a success
Co-recipient	Two people who share in receiving something
To recover, recovery	To return to good health; a return to feeling good
Barbaric	Uncivilized; cruel; brutal
Swat	A valley region in Pakistan
Aim	Goal; objective
Weakness	No strength; fragility
Hopelessness	No hope; no future
Strength	Power
To spare	To not kill

<b>Talib</b>	A member of the Taliban
<b>Suppression</b>	To keep someone from his or her legal rights
<b>Broadcast</b>	Program on television or radio
<b>U.K.</b>	The United Kingdom of Great Britain
<b>Starving</b>	To suffer from extreme hunger; to want something very much
<b>To go forward</b>	To advance

## The Characters

Interviewer (I)	Malala (M)
<b>I:</b>	Welcome to our <b>broadcast</b> , Malala. We are happy you are here today.
<b>M:</b>	Thank you. I am very happy to be here too.
<b>I:</b>	Let me begin by <b>congratulating</b> you on the Nobel Peace Prize. You are <b>co-recipient</b> of this Peace Prize. You are the youngest person and the first Pakistani to receive it.
<b>M:</b>	Thank you.
<b>I:</b>	I want to ask first: How are you after <b>recovering</b> from the assassination attempt?
<b>M:</b>	I am OK. I had very good care in Pakistan, and I want to thank all the people in the <b>U.K.</b> who helped with my <b>recovery</b> .
<b>I:</b>	Malala, you are a young and beautiful girl. There are many men who would be happy to marry you and give you a comfortable home, but you say that you are mainly interested in education. Do you believe education to be everything in life?
<b>M:</b>	All I want is an education. In some places, students go to school every day. It's their normal life. But in other parts of the world, we are <b>starving</b> for education. It is a precious gift. It's like a diamond. There are 60 million children who do not have access to education. I need to speak out so we can be sure to have education for everyone. I do not want a comfortable home. I want education for everyone.
<b>I:</b>	We know that education is a civil right, but your life was in danger. Weren't you afraid?

M:	I think life is always dangerous. Some people are afraid of it. Those people don't go forward. But some people, if they want to achieve their goal, they have to go. They have to move. We have seen the barbaric situation of the 21st century in the city of Swat in Pakistan. So why should I be afraid now?
I:	But there are people who want to kill you.
M:	The terrorists thought they would change my aims and stop my ambitions, but nothing changed in my life except this: weakness, fear, and hopelessness died. Strength, power, and courage were born.
I:	You are very courageous. Why do you speak like this?
M:	For a long time the world was silent. No one was speaking about this problem. In my valley in Pakistan, people were afraid to speak. When the world is silent, even one voice becomes powerful. I needed to speak. I will continue to speak.
I:	But speaking is dangerous.
M:	I am afraid of no one. I am a good girl, and I only have the desire to help people.
I:	So will you continue to speak even if it is dangerous?
M:	Yes, I was spared for a reason—to use my life for helping people.
I:	Don't you hate the man who shot you? If you saw him today, what would you do?
M:	I do not hate the Talib who shot me. Even if there was a gun in my hand and he stood in front of me today, I would not shoot him.
I:	It is time for us to go. Do you have anything else you want to say?
M:	One book, one pen, one child, and one teacher can change the world. This is why my work will not stop. My father and Shiza Shahid have helped me to found the Malala Fund to empower girls with access to education. I am hopeful that this Fund will be able to make a big impact around the world.
I:	I want to thank Malala Yousafzai for her visit today. She is co-recipient of the 2014 Nobel Peace Prize. She received this award for her fight against the suppression of children and for the right of all children to education. We appreciate her speaking with us today.

This interview is a fictionalized reconstruction of actual conversations from:

Jones, Stacy. "Meet Shiza Shahid, the Woman Powering the Malala Fund." *Fast Company*, 30 Oct. 2013, [www.fastcompany.com/3020828/whos-next/meet-shiza-shahid-the-woman-powering-the-malala-fund](http://www.fastcompany.com/3020828/whos-next/meet-shiza-shahid-the-woman-powering-the-malala-fund). Accessed 9 Jan. 2017.

Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. New York: Little, Brown and Company, 2013.

## Continue Learning

Learn more about the Malala Fund at: [www.malala.org](http://www.malala.org)



### Conversation Questions for Women/Girls and Men/Boys

1. What do you think about Malala?
2. If you could speak to her today, what questions would you ask her or what would you say to her?
3. Do you think Malala is a leader? Why or why not?
4. Would you like to join Malala's organization, the Malala Fund? Would you like to fundraise for them or help support their work? Explain.
5. How would you react if your mother, sister, daughter, or girlfriend wanted to join Malala's organization?
6. How would you react if your father, brother, son, or boyfriend wanted to join Malala's organization?
7. If you wanted to join Malala's organization and your father told you, "No, you can't join," what would you do?
8. How can you help all children have a good education?
9. Do you know of any problems children have in going to school in your community? In another community? What are these problems, and how would you fix them?
10. What advice do you think Malala would give for these problems?

## Do Children Have Rights?



**Preparation:** The Leader must read this meeting activity so he or she can answer questions the Members might have.

At the beginning of the meeting, the Leader says:

*Today we will talk about children's rights. We will use the U.N. definition of a "child": From birth to eighteen years old. Let's think about this question:*

- *Do children have rights? What do you think?*

The Leader listens to answers from Members. Then the Leader says:

*Now we have some ideas. Let's talk more about this.*

The Leader divides the Club into small groups if appropriate. When the Club is ready to continue, the Leader says:

*Look at your manual. Let's review the "Useful Vocabulary and Expressions" section. Do you see any words that are unfamiliar?*

## Useful Vocabulary and Expressions

Ability	Talent or skill to do something
To do [your] best	To work very hard to do something; to do something as well as [you] can
To have the right to do something	To have the liberty and authority to do something
To hurt	To damage; to injure
Disabled	A person who cannot do some activities because of a physical or mental problem
Child labor	The work of a child who is too young
To accuse	To report that someone did something wrong/bad
To break the law	To not follow the rules of society
Fair	Treating people in a way that does not favor some over others; treating people equally



After a quick review, the Leader says:

*This is a list of children's rights from the United Nations. It is from the Convention on the Rights of the Child. The Convention was signed and ratified by 192 countries.*

*Was our country one of the countries that ratified the changes? Who knows?*



*Now, look at the list of rights.*

- *Are there rights you agree with?*
- *Are there rights you disagree with?*

*Discuss your responses in pairs or small groups for five minutes. After five minutes, ask the group to do the prioritization activity.*

*Prioritize this list and be sure everyone agrees on the list.*

- *Choose the five most important rights.*
- *Choose the five least important rights.*

*Talk about these rights and think about the children in your families. Would you like them to have these rights?*

*Be prepared to share your list with all the Members and explain your decisions to us. You will have twenty minutes to discuss and prioritize the list.*

## Convention on the Rights of the Child

The United Nations has fifty-four rights in this Convention. The term “child” refers to a person who is between a newborn and eighteen years old. Here are a few of the rights.

- 2.** These rights are for all children everywhere and always—whatever their race, religion, or abilities, their family background, boys or girls, rich or poor.
- 3.** All adults must **do their best** for every child. Adults must remember that all children are precious.
- 4.** Governments must make sure children's rights are respected and protected.
- 6.** All children **have the right** to live and be healthy.
- 7.** All children **have the right** to a name and country.

- 9. All children **have the right to** live with their parents unless it is bad for them.
- 13. All children **have the right to** express themselves freely—and the responsibility to respect the rights of others.
- 19. All children **have the right to** protection from being **hurt**—physically, emotionally, and mentally.
- 22 & 23. All children **have the right to** special care and protection if they are refugees or disabled.
- 24. All children **have the right to** good health care, clean water, food, and a safe environment. Rich countries must help poor countries do this.
- 28. All children **have the right to** a primary education, free from physical or mental violence or abuse. Rich countries must help poor countries do this.
- 29. All children should learn to respect others, live peacefully, and protect the environment.
- 30. All children **have the right to** practice their own culture, language, and religion—even when they are the minority in a country.
- 31. All children must have time to play and rest.
- 32–38. All children must be protected from **child labor**, drug use, sexual exploitation, war, and slavery.
- 40. Children who are **accused of breaking the law have the right to** help and fair treatment.
- 42. Governments must be sure all their citizens know these rights for children.

This list has been modified and adapted from:

UNICEF. “Fact Sheet: A Summary of the Rights under the Convention on the Rights of the Child.” [www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf).

UNICEF. *For Every Child: The U.N. Convention on the Rights of the Child in Words and Pictures*. Phyllis Fogelman Books, 2001.



The Leader makes sure everyone is talking and using Active Listening. When the time's up, the Leader asks Members to share their ideas. The Members can talk about rights that are surprising or confusing. If they disagree, they can discuss this. The Leader reminds Members that it is likely their country signed this Convention (only the U.S. and Somalia have not ratified the convention). All Members and the Government are responsible for children's rights. To end the meeting, the Members can answer this question:

- *What rights do we want to use in our English Club?*



Spend a few minutes on the discussion.

Finally, the Leader says:

*Next week we will have a guest speaker. We should choose to invite an expert related to our topic. Here are some topic ideas:*

- Education
- Children's health issues
- Caring for children who experience sexual abuse or violence
- Helping children who were child soldiers or sex slaves
- Supporting children who are disabled or orphaned



*What other ideas do you have? Let's brainstorm.* Ask a Member to take notes on the topics.

Then, as a group, vote on the topic Members would like to hear about.

Next, say:

*We need to invite an expert from our community to give a fifteen- to twenty-minute presentation. Does anyone know an expert in the topic we have chosen? The guest speaker can be a judge, nurse, teacher, school administrator, doctor, social worker, psychologist, or researcher who specializes in children's problems. It's OK if the expert does not speak English; we can translate for him or her.*

*Does anyone in our group know such an expert? Who will invite this expert to come and speak to us?* Write the name of the expert and the Member who will invite him or her in this manual.

## Continue Learning

For further discussion or information about children's rights, watch the following YouTube videos.

Emma Watson interviews Malala Yousafzai on the Totally Emma Watson YouTube channel:

<https://www.youtube.com/watch?v=NKckKStggSY>

Malala Yousafzai's Nobel Peace Prize acceptance speech on the Malala Fund YouTube channel: <https://www.youtube.com/watch?v=MOqIotJrFVM>

## Guest Speaker Presentation & Interview



Read the script provided under the “Inviting and Interviewing a Guest Speaker” section to prepare.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to this *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

# Debate in Eight Easy Steps

## Team A



1. PRO  
Presents the arguments  
2 min



3. PRO  
Presents the rebuttal  
2 min



5. PRO  
Presents the summary/conclusion  
1 min

## Team B



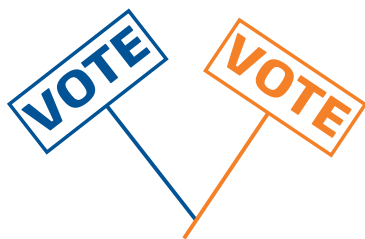
2. CON  
Presents the arguments  
2 min



4. CON  
Presents the rebuttal  
2 min



6. CON  
Presents the summary/conclusion  
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

**Topic: Gender Issues**

**PRO**—Girls should have equal access to primary and secondary schools.

**CON**—Girls shouldn't have equal access to primary and secondary schools.

**Topic: Children's Rights**

**PRO**—Children should be seen and heard.

**CON**—Children should be seen but not heard.

**Topic: Punishment for Children**

**PRO**—Corporal [Physical] punishment is acceptable.

**CON**—Corporal [Physical] punishment is not acceptable.

**Topic: Teaching about Sex**

**PRO**—Safe sex should be taught in school.

**CON**—Safe sex should not be taught in school.

**Topic: Being Honest**

**PRO**—Teenagers have a right to privacy.

**CON**—Teenagers do not have a right to privacy.

**Topic: Parent Responsibility**

**PRO**—Parents are responsible for their children's crimes.

**CON**—Parents are not responsible for their children's crimes.

## Vision Board

Prepare: scissors, tape, glue, paper, and photos or pictures



At the beginning of the meeting, The Leader says:

*Welcome to our English Club. Today we are going to create a vision board about our dreams for the children in our community. We will focus on education. Let's pretend that we are able to see five years in the future. What would be ideal for our children to have in our education system? What types of resources would we like every child to have access to?*

*Now turn to the "Vision Board" section in your book. Let's discuss the questions and agree on a goal for our community. Once we have the goal for the community, we will cut out pictures and phrases from the magazines that we have available to create a visual representation of our dreams.*



## Group Activities

The following are some questions to help Members get started with creating a vision board on Children's Rights.

- Do all children have access to education in our community?
- What can be done to ensure that all children have access to education?
- What can be done to improve the education systems available in our community?
- What can be done to ensure that all children have access to quality food and movement every day in our community?
- Do all children have access to books and materials?
- Where are there gaps in resources that our children face?
- What can the English Club do to help meet the demands of our community in a positive way?

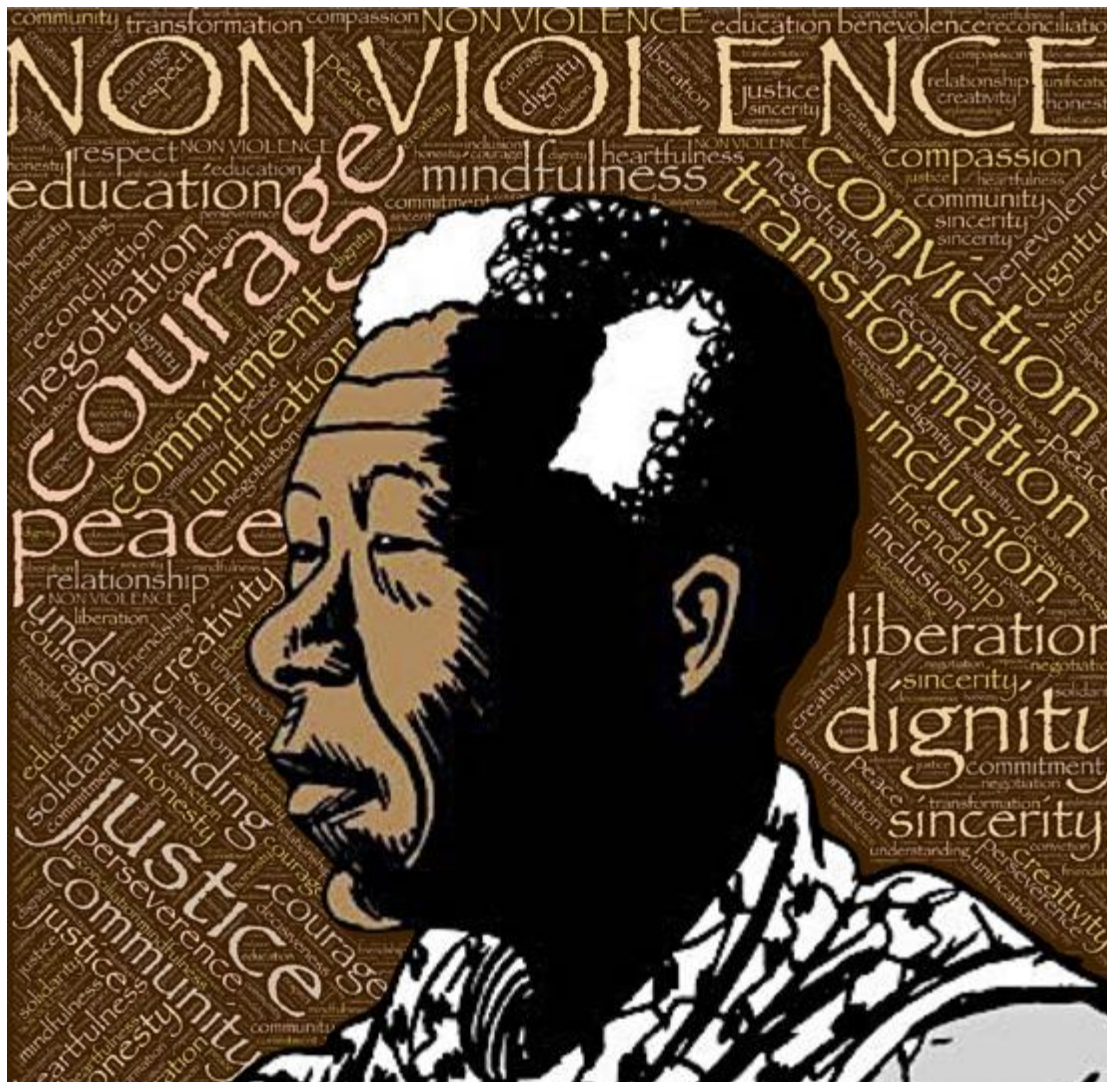
*Your vision board should answer:*

- Where do we want our community to be in five years?
- What can we do to get there?

## Individual Reflection

*Your vision board should answer:*

- Where do I want my community to be in five years?
- How can I help my community achieve these goals?



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays” in the Introduction to this *Handbook*.

## Introduction

Descended from a royal clan in South Africa, Nelson Mandela played an important role in South African and world politics. Affectionately known by many in South Africa as Madiba, his clan name, Mandela is most widely known for his work against apartheid and the creation of the Truth and Reconciliation Commission aimed at investigating human rights abuses. During his tenure as South Africa's president, he worked to create a more equal South Africa. He developed programs to combat poverty, to improve land reform, and to provide wider health-care services. President Mandela died in 2013 and left a lasting legacy as a dynamic and internationally acclaimed leader.

In this section on leadership, English Club Members will explore the concept of leadership through an analysis of Mandela's work from the time he was a student to his founding of the Truth and Reconciliation Commission.

## A Skit

### Useful Vocabulary and Expressions

<b>Consensus</b>	A general agreement; an agreement that most people accept
<b>To reach a consensus</b>	To get to an agreement that most people accept
<b>Majority rules</b>	The group with the biggest number has power/control
<b>Britain</b>	The United Kingdom of Great Britain; U.K.
<b>British</b>	The people from the U.K.
<b>To make a decision</b>	To pick a choice; to decide
<b>To crush</b>	To defeat with violence; to stop with violence
<b>Diverse opinions</b>	Different points of view



## The Characters

Narrator (N)	Mandela (M)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
N:	This skit takes place in 1940 at the University of Fort Hare in South Africa. During this time period, Mandela is a student and supporter of the British war effort in the Second World War. He creates an organization to balance the power between first- and second-year students, and he becomes a member of the Students' Representative Council. Mandela is twenty-two years old. Mandela and his friends talk about a problem.			
M:	Right now we are represented by students who do not live here. This is not right. We must represent ourselves.			
F1:	I agree.			
F2:	I disagree.			
F3:	I'm not sure.			
F1:	Let's take a vote. First, let me call our friends and tell them to vote with us.			
M:	No, that's not the way to do this. We need a <b>consensus</b> .			
F1:	Why? <b>Majority</b> rules. Isn't this what they do in <b>Britain</b> ?			
M:	Are we <b>British</b> ? Do we want to continue doing what is not just? Look at our fathers. When they needed <b>to make a decision</b> , they made it together as one people.			
F2:	That's the old tribal way.			
M:	Yes, and it worked very well. We are not here to <b>crush</b> a minority—anyone who doesn't agree with us. Let us hear from everyone first.			
F1:	That will take too long. We need to act now.			
F2:	What are you afraid of if we listen to Mandela? We can take time. We can talk about this. Let's try <b>to reach a consensus</b> .			
M:	Let's listen to everyone first. Then we will sum up the different ideas. Maybe we can form a <b>consensus</b> among the <b>diverse opinions</b> . It will not be good if we force a decision on people who disagree with us.			
F3:	Well, what will we do if we don't agree?			

- M:** We will hold another meeting in a few days. We will give everyone more time to think. It is important to listen to each other first.
- N:** At the end of the meeting, everyone agrees to continue talking before they **make a decision**. Mandela says that great leaders keep their people united. All remain loyal to him, not because they always agree with him, but because great leaders listen and respect all different opinions.

This skit is a fictionalized reconstruction of actual events and conversations from Nelson Mandela's life:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. "Nelson Mandela—Biographical." [www.nobelprize.org/nobel\\_prizes/peace/laureates/1993/mandela-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html). Accessed 19 Nov. 2014.

Wikipedia. "Nelson Mandela." [en.wikipedia.org/w/index.php?title=Nelson\\_Mandela&oldid=634555519](http://en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519). Accessed 19 Nov. 2014.



## Conversation Questions: Choose a Few to Talk About

1. Which person in this skit was the most important for you? Why?
2. If you were one of Mandela's friends, would you want to vote or look for consensus? Explain.
3. Describe Mandela as a leader. What does he do as a leader?
4. Which is better to do in a democracy: majority vote or consensus? Explain.
5. If you could speak to Mandela, what would you say to him?
6. If you could ask Mandela a question, what question would you ask him? Why would you ask him this question?
7. Do we have leaders in our community? Do they have a leadership style that is similar to Mandela's leadership style?
8. What parts of Mandela's leadership style do you think would be helpful in our community?
9. How can we work together to develop ourselves as leaders? What do we need to do?

The Leader stops the conversations after twenty to thirty minutes—giving more time if necessary. If there is arguing, remind the Members to use Active Listening. When the time is up, the Leader says:

*Time's up. Let's listen to each group's ideas.*

## An Interview



**Preparation:** The Leader must read this interview in advance and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in the front of the meeting room for the Interviewer and Mandela.

## Useful Vocabulary and Expressions

<b>Apartheid</b>	A former social system in South Africa in which black people and people from other racial groups did not have the same political and economic rights as white people and were forced to live separately from white people
<b>To retire</b>	To stop a job or career because you have reached the age when you are not allowed to work anymore or do not need or want to work anymore
<b>Term limit</b>	The maximum amount of time that a person, such as a politician, can hold an office
<b>Truth and Reconciliation Commission</b>	A group of people responsible for finding and reporting the wrong practices of a government or people
<b>To heal</b>	To become healthy or well again
<b>Wound</b>	An injury that is caused when a knife or bullet cuts or breaks the skin; to feel intense psychological pain
<b>Rainbow</b>	A curved line of different colors that sometimes appears in the sky when the sun shines through rain
<b>To forgive</b>	To stop feeling anger toward someone who has done something wrong; to stop blaming someone

<b>To hurt</b>	To cause pain or injury to [yourself, someone else, or a part of your body]
<b>Rugby</b>	A game played by two teams in which each team tries to carry or kick a ball over the other team's goal line
<b>Consensus</b>	A general agreement; an agreement that most people accept
<b>Inclusion</b>	The act of bringing people together from different religions, cultures, backgrounds, ethnic groups, and/or linguistic groups
<b>Accountability</b>	Required to explain actions or decisions to someone
<b>Queen</b>	A woman who rules a country and who usually inherits her position and rules for life; the wife of a king

## The Characters

Interviewer (I)	Mandela (M)
<b>I:</b>	Welcome to our broadcast, President Mandela. We are happy you are here today.
<b>M:</b>	Thank you. I am very happy to be here too.
<b>I:</b>	Let me begin by congratulating you on the Nobel Peace Prize. You shared this prize with President de Klerk, the white president of South Africa in 1993.
<b>M:</b>	Yes, he freed me from prison after twenty-seven years.
<b>I:</b>	Why did two people get this prize?
<b>M:</b>	We received this prize because we worked together for a peaceful end to <b>apartheid</b> .
<b>I:</b>	You became president in 1994. Now, it is 1998. What will you do at the end of your term in 1999? Will you run for a second term?
<b>M:</b>	No, I will <b>retire</b> in 1999.
<b>I:</b>	This is unusual. Many African presidents run for two terms, and some presidents change the Constitution so they can stay for many years.
<b>M:</b>	A <b>one-term limit</b> is enough for me. I think two terms is enough for all presidents.
<b>I:</b>	What is your biggest problem as president?

- M:** Racial violence is a big problem. We have the **Truth and Reconciliation Commission**. The goal is to **heal** the **wounds** from **apartheid**—for White South Africans, Black South Africans, Indian South Africans, and Coloured South Africans.
- I:** Some people say that South Africa is the “**Rainbow Nation**.”
- M:** Yes, this is correct. We are a nation of diverse peoples.
- I:** How can this be possible after the violence against Black South Africans?
- M:** Courageous people do not fear **forgiving**, for the sake of peace.
- I:** So we are courageous when we **forgive**—even the people who **hurt** us?
- M:** Yes, we must **forgive**.
- I:** Was it easy for South Africans to **forgive**?
- M:** No, it wasn’t. I worked hard to help everyone understand.
- I:** Tell us about the **Rugby** World Cup in 1995.
- M:** South Africa hosted this competition. I encouraged Black South Africans to support our team. They didn’t want to support this team. It only had White South Africans. When our team won, I presented the trophy to our captain, an Afrikaner, a White South African. I wore a **rugby** shirt with his number on my back.
- I:** Was this important?
- M:** Yes, I accepted these white players. I respected them and honored them.
- I:** So peace is important. What else is important?
- M:** Good leaders are important. When I was young, I watched the leaders in my tribe.
- I:** But there is no democracy in our tribal customs.
- M:** Yes, we have democracy—we believe that everyone can speak. Everyone is heard. A decision is made together, by **consensus**, by agreement. I believe in **inclusion**, **accountability**, and freedom of speech. These are fundamental for a democracy.
- I:** Are there other ideas from African culture that you agree with?
- M:** Yes, let me tell you a story. One day, I was visiting a tribal leader, a **queen** in one of the tribal lands. She spoke Xhosa—the language of my people.
- I:** You have a tribal leader who is a woman, a **queen**?
- M:** Yes. When she spoke to me in Xhosa, I wasn’t able to answer her. I forgot my language. I studied English, spoke English, and forgot the language of my family.

I:	What did she say to you?
M:	She said, “How can you be a leader if you can’t speak to your people?” I was surprised. I started thinking, and I realized I must continue to speak the language of my people.
I:	For people who are not in South Africa, they are curious about your name, Madiba.
M:	This is my clan name, my tribal name. I am a member of the royal Thembu family. To show me respect, people use this name for me.
I:	Let me ask you about <i>Ubuntu</i> . We hear people talking about this.
M:	Yes, this word is in our language. It means that we belong to each other. People say, “I am because you are.” We are united because we are humans. My name, <i>Ubuntu</i> , our African cultures and languages—they are all important. We must not forget about them.
I:	Madiba, President Mandela, we thank you very much for joining us today.
M:	It was my pleasure.

This interview is a fictionalized reconstruction of actual events and conversations from Nelson Mandela’s life:

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Little, Brown and Company, 1994.

Nobelprize.org. “Nelson Mandela—Biographical.” [www.nobelprize.org/nobel\\_prizes/peace/laureates/1993/mandela-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html). Accessed 19 Nov. 2014.

Wikipedia. “Nelson Mandela.” [en.wikipedia.org/w/index.php?title=Nelson\\_Mandela&oldid=634555519](http://en.wikipedia.org/w/index.php?title=Nelson_Mandela&oldid=634555519). Accessed 19 Nov. 2014.



## Conversation Questions: Choose a Few to Talk About

1. Choose one of Mandela’s answers and explain why you chose it. Did you like it? Was it controversial? Was it interesting? Why did you choose it?
2. If Mandela were alive today, what would you like to say to him or ask him?
3. Are there similar problems in our country that Mandela had in South Africa? Can you apply any of his ideas or practices to dealing with these problems?
4. What did Mandela say was important about African culture? Explain.
5. Do you see similarities between your culture and the cultures in South Africa that Mandela describes? Explain.

## Characteristics of Good Leaders



**Preparation:** The Leader must read this meeting activity and “Rules for Brainstorming” in the Introduction to the *Handbook*.

At the Club meeting, the Leader says:

*Today we will brainstorm. Let's remind ourselves about the rules. Read them with me:*



### Rules for Brainstorming

1. Everyone has ideas.
2. All ideas are good.
3. Don't criticize any ideas.
4. Don't debate any ideas.
5. No idea is crazy or bad.
6. Use one idea to create a new idea.
7. Give lots of ideas.
8. Be creative, funny, crazy!



*Any questions? Now, I need a volunteer who can write down our ideas.*

Select a volunteer to write the ideas on a piece of paper or the chalkboard—tell the volunteer that he or she must write down all ideas—without comment.

When the Members are ready to proceed, the Leader says:



*Today we will talk about leadership. To begin, let's brainstorm a list of leaders.*

*Who is a famous leader? Who is a popular leader? Let's see how long a list we can make today.*

*Leaders can be radio announcers, television broadcasters, musicians, Internet personalities, university professors, characters in books, and people we learn about in school. They can be famous or not very famous. Let's look at some of the vocabulary we can use to describe a leader.*

## Useful Vocabulary and Expressions

<b>Empathetic</b>	To have the same feelings as another person; to feel empathy for someone
<b>Tenacious</b>	Very determined to do something
<b>Open-minded</b>	Willing to consider different ideas or opinions
<b>Ethical</b>	Involving questions of right and wrong behavior; relating to ethics
<b>Resourceful</b>	Able to deal well with new or difficult situations and to find solutions to problems
<b>Humble</b>	Not proud; not thinking of yourself as better than other people
<b>Kind</b>	Having or showing a gentle nature and a desire to help others; wanting and liking to do good things and to bring happiness to others
<b>Visionary</b>	Having or showing clear ideas about what should happen or be done in the future
<b>Persistent</b>	Continuing to do something or to try to do something even though it is difficult or other people want you to stop
<b>Trustworthy</b>	Able to be relied on to do or provide what is needed or right; deserving of trust
<b>Team player</b>	Someone who cares more about helping a group or team to succeed than about his or her individual success
<b>Dependable</b>	Trustworthy and reliable
<b>Critical thinker</b>	A person who can examine difficult and complex problems
<b>Dedicated to</b>	To decide that something will be used for a special purpose; to use [time, money, energy, or attention] for something
<b>Accountable to</b>	Required to explain actions or decisions to someone
<b>Candid</b>	Expressing opinions and feelings in an honest and sincere way





## What Makes a Good Leader?

Think about the leaders you identified and prioritize the list of leadership characteristics.

Choose five characteristics that you think are most important for good leaders. Choose five characteristics that you think are not important. If you are in a group, everyone in the group must agree on these choices.

### Characteristics of a Good Leader

*A good leader is ...*



When the time's up, ask the groups to share. Remind Members to use Active Listening—not to debate. At the end, ask these questions:



## Conversation Questions: Choose a Few to Talk About or Create Your Own

1. How can we encourage good leadership?
2. Do we have anyone in the community who is a good leader? Which characteristics does this person display?
3. Do any of us have any of the characteristics of a leader? If not, how could we develop them? What would we need to practice?
4. How can we help to lead our community?

## Continue Learning

Videos on developing leadership:

**Simon Sinek:** In an interview with Marie Forleo, author and public speaker Simon Sinek discusses the responsibility of leaders to create a certain environment that leads others towards success. When the environment is correct, people will do incredible things to forward a leader's vision.

<https://www.marieforleo.com/2016/06/simon-sinek/>

[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)



## What Makes a Good Follower?



**Preparation:** The Leader must read this meeting activity.

At the meeting, the Leader says:

*In an earlier Club meeting, we talked about leadership. What are some characteristics of good leaders? We know that good leaders need good followers. Today we will talk about this question: What makes a good follower?*

The Leader decides to use a big group or small groups. If the meeting will use small groups, put the Members into groups and be sure each group member has a small group role (see “Small Group Roles” in the *Handbook*).

When the Members are ready, the Leader says:



*Look at your Handbook for the list of “Characteristics of Good Followers.” Which ones do you think good followers should have?*

*As a group, prioritize this list. Put the five most important characteristics at the top of the list and the least important at the bottom. Be sure that all the group members agree.*

*Be prepared to share your lists with all the Members and explain your decisions to us. You will have twenty minutes to discuss and prioritize the list.*

When the time's up, ask the groups to share. Give Members time to discuss their ideas. Remind them to use Active Listening.



## Characteristics of Good Followers

Below are characteristics of followers. Which characteristics are essential for good followers to have? Which ones are not important—the least important? Prioritize this list. Choose the five most important characteristics and the five unimportant characteristics. Everyone must agree on the choices.

*A good follower is ...*



When the groups have finished sharing their ideas, the Leader can ask Members to talk about the conversation questions.



## Conversation Questions: Choose a Few to Talk About

Compare the lists of “Characteristics of a Good Leader” and “Characteristics of Good Followers” and answer these questions:

1. What characteristics are similar between leaders and followers? What characteristics are different?
2. What is the most valuable characteristic of being a leader? What is the most valuable characteristic of being a follower?
3. Are you a leader or a follower? Which would you prefer to be? Why?
4. A leader cannot exist without followers. How can the followers of a leader help their leader grow in a positive way? What actions can the followers take?
5. How can leaders help their followers grow in positive ways? What actions can the leader take?
6. To become a leader or a follower, what characteristics will you need to develop?

## Leader or Follower? A Skit



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

## Useful Vocabulary and Expressions

Crowd	A large group of people who are together in one place
Stadium	A very large, usually roofless building that has an open area surrounded by many rows of seats and that is used for big events like sports games or concerts
By the minute	Quickly
“Let’s go”	Polite suggestion to go
“C’mom”	“Come on” (quick way to speak)

<b>Cautious</b>	Careful about avoiding danger or risk
<b>Upset</b>	Troubled, sad, and angry at the same time
<b>Game</b>	“Match” of a sport such as baseball or basketball
<b>Guys</b>	Informal word for men or people
<b>Keep someone safe</b>	To protect someone
<b>Chicken</b>	Afraid (informal)

## The Characters

Narrator (N)	Michael (M)	Christian (C)
<b>M:</b>	Look, Christian, do you see the <b>crowd</b> outside the <b>stadium</b> ?	
<b>C:</b>	Wow! It’s getting bigger <b>by the minute</b> .	
<b>M:</b>	Hurry up. The <b>game</b> begins in a few minutes, and it will take time to get through the <b>crowd</b> and into the <b>stadium</b> .	
<b>N:</b>	Michael and Christian walk towards the <b>crowd</b> . As they approach the <b>crowd</b> outside the <b>stadium</b> , Christian stops and pulls Michael close to him.	
<b>C:</b>	Are you sure you want to go? It feels dangerous. The <b>crowd</b> seems angry.	
<b>M:</b>	<b>C’m</b> on. You’re imagining things. Are you afraid?	
<b>C:</b>	No, I’m not afraid. I’m just <b>cautious</b> . I don’t want to get beat up.	
<b>M:</b>	I’ll <b>keep you safe</b> . <b>Let’s</b> go.	
<b>C:</b>	I’m not sure I want to go. Hey, now look—that <b>guy</b> in the <b>crowd</b> has a machete and he looks <b>upset</b> .	
<b>M:</b>	Where? I don’t see him.	
<b>C:</b>	The <b>guy</b> in the red shirt. I saw him hide it under his shirt. Is he trying to sneak into the <b>stadium</b> with it? Do other <b>guys</b> in this <b>crowd</b> have machetes? I bet they’ll use them if their team doesn’t win. <b>Let’s</b> go back home. We can go to a <b>game</b> another day.	
<b>M:</b>	Nothing’s going to happen. You’re worrying too much. I don’t want to miss this <b>game</b> . It’s a play-off <b>game</b> . Are you <b>chicken</b> ?	

The Leader checks that Members understand the events of the skit and then continues with the conversation questions.



## Conversation Questions: Choose a Few to Talk About

1. Who is the leader? Who is the follower?
2. What would you do if you were Michael?
3. What would you do if you were Christian?
4. What would you do if you heard this conversation between Michael and Christian?
5. Would you stand up for Christian by saying something?
6. Would you speak to Michael? Would you speak to Christian? What would you say to each of them?
7. Have you ever felt pressured by a friend to do something that you did not want to do? How did that feel? How did you support yourself?

The Leader can ask two volunteers to finish the skit as Michael and Christian and have Christian stand up for himself.



## Truth & Reconciliation: Awarding Amnesty

**Preparation:** The Leader must read this meeting activity.

At the meeting, the Leader says:

- *Welcome to our meeting. Today we will think about reconciliation. Would someone like to volunteer to read the first section on Awarding Amnesty? Please look in your Handbook as our volunteer reads and follow along.*
- *Now, let's look at the vocabulary we will need.*

## Useful Vocabulary and Expressions

Activist	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society
Truth	The real facts about something; the things that are true

<b>Reconciliation</b>	Bringing two different ideas together; reunion
<b>Perpetrator</b>	Someone who commits a crime
<b>Amnesty</b>	An official pardon for someone who has done something wrong, bad, unjust
<b>Unanimous</b>	When an opinion or vote is decided and accepted by everyone
<b>Torture</b>	The infliction of intense pain
<b>Sabotage</b>	To damage or destroy on purpose
<b>Capture</b>	An act of catching and keeping someone or something
<b>Demonstrator</b>	A person who engages in public demonstration
<b>To bomb</b>	To make something explode with a device
<b>Assassination</b>	To murder someone by sudden attack

When finished, say:

- *Any questions about our activity or the vocabulary?*

Give Members time to ask questions. Then say:

- *Please make small groups and give each group member a group role.*
- *You have twenty minutes to choose the five people you will grant amnesty, and your decisions must be unanimous.*

The Leader visits each small group.



## Activity

When Nelson Mandela was president, national **reconciliation** was his most important responsibility. He created the **Truth and Reconciliation Commission (TRC)**. The TRC investigated crimes committed during apartheid by the South African government and the African National Congress (ANC). The TRC gave **amnesty** to people who committed crimes and agreed to give testimony.

Imagine you are members of this Commission. You must decide who will receive **amnesty**. There are ten **perpetrators** of crimes. You can only give **amnesty** to five **perpetrators**. Your committee must agree on the same five people—**unanimously**. The African National Congress (ANC) fought against apartheid. South African Police (SAP) supported apartheid. Here is the information about the ten **perpetrators**. Choose five for **amnesty**.

**Peter, 35 years old.** Black South African, member of the ANC. He **tortured** black SAP informants.

**Eugene, 50 years old.** White SAP colonel. He was responsible for the **torture** of hundreds of ANC members. He organized black SAP soldiers to **capture, torture, and kill** ANC members. He organized **bombings** of important ANC places.

**Wilson, 39 years old.** Black South African, ANC member. He **sabotaged** railways, **bombed** public buildings, and killed many SAP officers.

**Johann, 47 years old.** White South African, SAP commander. He ordered the **capture** and killing of thousands of ANC members. He followed orders from the White South African government.

**Brian, 45 years old.** Black South African, SAP policeman. He was paid by the White South African government to **torture** and kill twelve ANC members.

**Roger, 45 years old.** White South African, SAP expert in bomb-making. He made bombs that killed two white ANC women.

**Paramount Chief, 66 years old.** Black South African, supported the SAP. He survived an ANC assassination attempt. He encouraged the **torture** of ANC **perpetrators**.

**Donald, 55 years old.** White South African, SAP lieutenant. He commanded an attack on ANC **demonstrators**—with machetes and rocks—who wanted to kill white people. Twenty died in this SAP attack.

**Jeremy, 34 years old.** Black South African, ANC militant. He **fire-bombed** and killed ten SAP officers.

**Frene, 40 years old.** Indian South African, ANC **activist**. She provided underground escape routes for ANC leaders. She spoke out internationally against apartheid.





When the time's up, the Leader calls the small groups back to the meeting.

- *Please share your decisions with us.* The Leader or a volunteer must write down the decisions for each group. Then the Leader says:
- *Now, let us imagine I am the High Commissioner. I will make the final selection.*

The Leader chooses the top five names from all the recommendations of all the small groups and announces the selection to the Members. After the announcement, the Members can talk about the conversation questions.



## Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to award amnesty to only five of these people? What made it easy—or difficult?
2. What was the biggest concern when making these decisions?
3. Were the group members easy to persuade?
4. Was there a leader in this decision-making process? Say more about how the group made decisions.
5. Do we need a Truth and Reconciliation Commission in our country? Explain.

The Leader makes sure everyone is talking and using Active Listening.

Finally, the Leader says:

*Next week we will have a guest speaker. We should choose to invite an expert related to our topic. What would you like more information about on leadership? Let's brainstorm.*

Possible topics: How to develop charisma, information about being a role-model leader, amnesty, or rehabilitation

Elements that can be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration to solve the problem or issue
- Possible solutions
- Proposed actions



Ask a Member to take notes on the topics. Then, as a group, vote on the topic Members would like to hear about. Next, the Leader says:

*We need to invite an expert from our community to give a fifteen- to twenty-minute presentation. Does anyone know an expert in the topic we have chosen? The guest speaker can be a judge, nurse, teacher, school administrator, doctor, social worker, psychologist, or researcher who specializes in leadership. It's OK if the expert does not speak English; we can translate for him or her.*

*Does anyone in our group know such an expert? Who will invite this expert to come and speak to us?*

Write the name of the expert and the Member who will invite him or her in this manual.

## Guest Speaker Presentation & Interview

Read the script provided under the “Inviting and Interviewing a Guest Speaker” section to prepare.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

# Debate in Eight Easy Steps

## Team A



1. PRO  
Presents the arguments  
2 min



3. PRO  
Presents the rebuttal  
2 min



5. PRO  
Presents the summary/conclusion  
1 min

## Team B



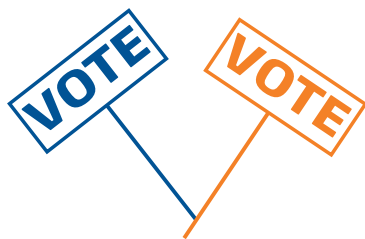
2. CON  
Presents the arguments  
2 min



4. CON  
Presents the rebuttal  
2 min



6. CON  
Presents the summary/conclusion  
1 min



7. Teams A and B answer audience questions.
8. The audience votes on the best debate team.

**TOPIC: Violence and Peace**

**PRO**—Sometimes violence is needed to bring peace.

**CON**—Violence is never an acceptable road to peace.

**TOPIC: Corruption**

**PRO**—Corruption is necessary and useful in certain situations.

**CON**—Corruption is never necessary or useful.

**TOPIC: Truth and Reconciliation**

**PRO**—Our country needs a Truth and Reconciliation Commission.

**CON**—Our country does not need a Truth and Reconciliation Commission.

**TOPIC: Good Leaders**

**PRO**—A good leader commands and controls followers.

**CON**—A good leader collaborates with and supports followers.

**TOPIC: Leaders and Followers**

**PRO**—For a nation, it is more important to have a good leader.

**CON**—For a nation, it is more important to have good followers.

**TOPIC: Finished or Right**

**PRO**—A good leader gets things finished.

**CON**—A good leader does “the right thing.”

**TOPIC: Men and Women Leaders**

**PRO**—Men make better leaders than women.

**CON**—Women make better leaders than men.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.

## Vision Board

**Prepare:** scissors, tape, glue, paper, and photos or pictures



### Group Activities

The following are some questions to help Members get started with creating a vision board.

- What would positive change and leadership look like in our community?
- How can we spread information in our community to encourage positive change and leadership?
- How can we encourage others to become leaders?

*Your vision board should answer:*

- How should our community be empowered by positive leadership in the next five years?
- What can we do to support this positive change?

### Individual Reflection

- What would it look like to be a leader every day? What kinds of changes would I have to make to my life?
- As a leader, what would I like my life to look like?
- How can I practice and model leadership every day?

*Your vision board should answer:*

- In the next five years, what would I like my role as a leader to look like?
- How can I develop myself to achieve my leadership goals?



## FREE SPEECH





**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

## Introduction

In the 1980s, Dr. Wangari Muta Maathai went to Nyeri, the area where she grew up, and the women of that area told her they had problems. Their children were malnourished because the soil ran into the river during the rainy season. Furthermore, there were no trees, so they had to walk very long distances to gather firewood. The government cut down many trees and sold them, and after clearing the land, the government did not replant what they had taken. Dr. Maathai had a simple answer to the women’s problems. Let’s plant trees!

During this time, Kenya was under the rule of a dictator who forbade public gatherings and people communicating with each other. The women of the community gathered together to create a tree nursery and plant trees. They shared their stories, their hopes, and their frustrations in a way that empowered them. What they learned about planting trees they shared with others, and environmental education began to spread. Dr. Maathai created the Green Belt Movement (GBM), which ran community development programs across the country by planting trees. The Movement was such a success that in 1986 the Pan African Green Belt Network was formed. It included Uganda, Malawi, Tanzania, Zimbabwe, and Ethiopia.

When the GBM learned that parts of the Karura Forest were being illegally sold off, they protested by blocking the people cutting down the trees and by planting more trees. Dr. Maathai said about the experience, “What needed to be done was so compelling that I had to do it,” even though she was clubbed in the head and thrown in jail. She continued to fight for women’s rights, environmental education, planting trees, and democracy.

In 2002, Dr. Maathai was elected to the Parliament by ninety-eight percent of the votes. She also served as Assistant Minister for Environment and Natural Resources. For her work, Dr. Maathai received fifteen honorary doctorate degrees and several international awards including the Nobel Peace Prize in 2004 and the Legion d’Honneur in 2006. She was the first African woman to receive the Nobel Prize. She passed away in 2011, leaving an incredible legacy of effective programs for her country and the world. The GBM continues to positively impact Kenyans through education programs.



Information adapted from:

The Green Belt Movement. “Wangari Maathai.” [www.greenbeltmovement.org/wangari-maathai](http://www.greenbeltmovement.org/wangari-maathai).

Accessed 12 Feb. 2017.

Nobelprize.org. “Wangari Maathai—Biographical.” [www.nobelprize.org/nobel\\_prizes/peace/laureates/2004/maathai-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html). Accessed 12 Feb. 2017.

PBS. “Taking Root: Timeline.” *Independent Lens*, [www.pbs.org/independentlens/takingroot/timeline.html](http://www.pbs.org/independentlens/takingroot/timeline.html). Accessed 12 Feb. 2017.

PBS. “Taking Root: Wangari Maathai.” *Independent Lens*, [www.pbs.org/independentlens/taking-root/wangari.html](http://www.pbs.org/independentlens/taking-root/wangari.html). Accessed 12 Feb. 2017.

“Wangari Maathai Wins the Nobel Peace Prize.” *BBC World Service: Witness*, *iTunes* app.

Accessed 12 Feb. 2017.

## A Skit

### Useful Vocabulary and Expressions

Skyscraper	A very tall building in a city—in this skit it is 60 levels/floors
Activist	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society
Afraid, to be afraid of	Fearful, to be fearful of; scared, to be scared of
To harm	To cause hurt, injury, or damage to someone or something; to cause harm to someone or something
To destroy	To cause something to end or no longer exist; to cause the destruction of something
To restore	To bring back to an earlier and better condition
Protest	An organized public demonstration of disapproval
To stand up for something	To support something

The Green Belt Movement	A “grassroots” organization to support community development and protect and conserve the environment by planting trees
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## The Characters

Narrator (N)	Wangari (W)	Friend 1 (F1)	Friend 2 (F2)	Friend 3 (F3)
Friend 4 (F4)	Friend 5 (F5)	Friend 6 (F6)	Friend 7 (F7)	Friend 8 (F8)

N:	<p>Dr. Wangari Muta Maathai was a Kenyan <b>activist</b> for the environment and a politician. She was a peacemaker. After high school, she went to an American university for her B.A. and M.A. degrees. She then completed a Ph.D. in 1971 and was the first East and Central African woman to receive the degree. Dr. Maathai then returned to Kenya. In 1977, she started the <b>Green Belt Movement</b> to protect trees around Kenya. Wangari Maathai taught Kenyan women to plant trees. These trees <b>restored</b> the environment and gave women firewood. She saw more problems in Kenya and used the <b>Green Belt Movement</b> to peacefully address these problems. Her work continues through the <b>Green Belt Movement</b>, which is still active in teaching about trees, fighting for gender equality, and addressing climate change. To date, the <b>Green Belt Movement</b> has planted more than 40 million trees.</p> <p>This skit takes place in 1989. We are in Nairobi, Kenya. There is a big, beautiful public park called Uhuru Park. The Kenyan government wants to give parkland to some businesses. The Kenyan people like this park. Wangari knows that the businesses will <b>destroy</b> the park as the government already tried to <b>destroy</b> the forest. The businesses will build a <b>skyscraper</b>. This will <b>harm</b> the environment for the people in Nairobi.</p> <p>Wangari meets with her friends. They discuss the situation:</p>
W:	Come, my friends. Let's go to Uhuru Park and stop the government from constructing the <b>skyscraper</b> .
F1:	I want to go but I am <b>afraid</b> . The police will attack us.

W:	Why do you think the police will attack us?
F1:	Because the government is powerful.
W:	Yes, you are right. But if we do not take action, the government will <b>destroy</b> our public park. We are citizens. We must <b>stand up for</b> what is right. We must <b>stand up for</b> what we believe.
F2:	I am <b>afraid</b> . Maybe the police will arrest me.
W:	Don't be <b>afraid</b> . Fear does not give us security.
F3:	I don't understand. Why do you want to stop the government?
W:	If we do not stop the government now, when it has all the public land, it will take my land and your land.
F4:	The police can arrest my children and my husband. Maybe they will also go to prison because of me.
W:	We must speak out and stand up while we have time. If we don't, our children will not have a park. The government will <b>destroy</b> it.
F5:	Wangari, listen to me. The government is responsible for this decision. We are not responsible for this decision.
W:	Yes, the government is responsible. But we are responsible too. We are citizens, and we must do something about this situation.
F6:	My husband says you are crazy. I should not be with you. I don't think I will go.
W:	Why am I crazy? Because I <b>stand up for</b> what I believe? We must stand up.
F7:	You are right, Wangari. I know you are right. We can write letters to the government.
W:	I wrote letters, many letters. This government always responds to something that is loud and public. We must make a public <b>protest</b> .
F8:	Look into our eyes. We want to go but we are <b>afraid</b> .
W:	Yes, I am <b>afraid</b> too. We will go together. When we are together, we are strong.
All Friends:	We will go to Uhuru Park. We will stand together, Wangari. You are right. When we stand together, we are strong.

This skit is a fictionalized reconstruction of actual events and conversations from:

Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.

When the Members understand the story, the Leader decides to have one big group or small groups of Members.



Then the Leader says:

*Now look at the Conversation Activity. Let's read it.*



## Conversation Activity

Imagine that you are one of Wangari's friends. You must decide if you will go to the protest in the park. If you are in a small group, you must agree unanimously. You have twenty minutes to decide.



## Conversation Questions: Choose a Few to Talk About

1. Let's imagine we are Wangari's friends. Will we go to the protest—or not? Talk about our decision to go—or not—and why we have made this decision.
2. What problems about freedom of expression and environmental protection does this skit present to us?
3. Is there a community organization in our community? Talk about the pros and cons of having a community organization.
4. What are some problems we have in our community?
5. How might we solve some of the problems in our community?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room for the Interviewer and Wangari.
- Consider separating the Members by gender for this discussion to give each gender the freedom to speak openly about gender-based issues.

## Useful Vocabulary and Expressions

<b>Broadcast</b>	Program on the radio or television
<b>To congratulate someone</b>	To tell someone “good wishes” for success
<b>Grateful</b>	Feeling or showing thanks
<b>To expect</b>	To think that something will probably or certainly happen
<b>Proper</b>	Correct according to social or moral rules
<b>Quiet</b>	Making very little noise
<b>Crazy</b>	Unable to think in a clear or sensible way
<b>Ignorant</b>	Lacking knowledge or information
<b>Unusual</b>	Different or strange in a way that attracts attention
<b>To release someone</b>	To allow [a person or animal] to leave a jail, cage, prison; to set someone or something free
<b>Hunger strike</b>	A protest during which the protesters stop eating
<b>Nobel Peace Prize</b>	The most prestigious prize in the world. It is usually given each year to a person—or group of people—who, in the year before, worked for peace. The prize winner is selected by five judges from Norway.
<b>Discrimination</b>	To treat someone differently than others because of ethnicity, religion, age, gender, or any reason other than individual merit
<b>Sacrifice</b>	The destruction or surrender of something for the sake of something else
<b>Bizarre</b>	Very out of the ordinary; odd; eccentric
<b>To testify</b>	To make a statement based on personal knowledge or belief
<b>Native</b>	Naturally occurring in a particular place; from a local area; indigenous
<b>Indigenous</b>	Naturally occurring in a particular place; from a local area; native

## The Characters

Interviewer (I)	Wangari (W)
I:	Welcome to our <b>broadcast</b> , Dr. Wangari Muta Maathai. We are happy you are here today.
W:	Thank you. I am very happy to be here too.
I:	Let me begin by <b>congratulating</b> you on your <b>Nobel Peace Prize</b> . You are the first African woman to win this prize. And you are from Kenya. We are very honored that you are a citizen of Kenya.
W:	Yes, I am <b>grateful</b> to the <b>Nobel Peace Prize</b> Committee. I was not <b>expecting</b> this award. In fact, it took me a long time to believe that I had really won the award. My daughter had to convince me.
I:	As an African woman, I am sure you experienced gender <b>discrimination</b> . Can you tell us about one experience?
W:	You know I have many experiences. Your radio station reported what President Arap Moi said about me. Do you remember?
I:	Yes, he said that <b>proper</b> women—in the African tradition—should respect men and be <b>quiet</b> .
W:	He also called me a <b>crazy</b> woman and <b>ignorant</b> . These are very good examples of gender <b>discrimination</b> . Why must women be silent? Are we <b>crazy</b> when we speak the truth? We are not. Someone must stand up for the environment, for us, for our future.
I:	Let me change the subject. Your family decided to send you to school. Wasn't it <b>unusual</b> for a Kikuyu family to send their daughter to school?
W:	Kikuyu families send their daughters to school. Families in most African countries send their daughters to school. We believe that education is very important. This is why I became a professor. My family came from a simple village. I will always be <b>grateful</b> to my family for the <b>sacrifice</b> they made to send me to school in the U.S.A. and other countries.
I:	A few years ago, you joined fifty-two mothers in a Nairobi church. They were protesting against the government to <b>release</b> their sons from prison. Why did you join them?

- W:** They went on a **hunger strike** to protest their sons' imprisonment. At that time, the government did not allow us the freedom of speech or protest. I wanted to support them.
- I:** You were arrested, beaten by the police, and hospitalized with injuries. Weren't you afraid?
- W:** The mothers were brave and courageous. They didn't have their sons. I am a mother too. It was important to be with them and support each other. Many tried to silence me in the beginning of the Green Belt Movement, and I thought it was important to give a voice to those without one. In the end, the government **released** all the prisoners.
- I:** You are a highly educated woman. You have a doctorate. But you plant trees—with your hands? Isn't this **bizarre**?
- W:** No, it is not strange. Education should not take people away from the land. Education should give people respect for the land. Think of it this way: You empower people by teaching them about the environment and how the choices they make affect it. Once they understand that these resources are their resources, they know that they must protect the **native, indigenous** trees and other resources. Besides, you don't need a diploma to plant a tree.
- I:** What impact has your work with the Green Belt Movement had on others?
- W:** The rural women whom I work with accept and appreciate that I work with them. They know I work to improve their lives and the environment. Many of them have **testified** that their quality of life has improved since we have been working together. For some, their lives have improved by better access to water. For others, they have been able to buy clothing or beds for their homes. For everyone, we recognize that trees bring life and are a symbol of hope to the communities.
- I:** Yes, you are right. You are a **Nobel Peace Prize** winner and a member of the Kenyan Parliament. You are a mother and an activist. You are an environmentalist and an advocate for democracy. We thank you for participating in our interview today.

This interview is a fictionalized reconstruction of actual events and conversations from:  
Maathai, Wangari. *Unbowed: A Memoir*. Random House, 2008.



## Conversation Questions for Women or Men: Choose a Few to Talk About

1. What do you think about Wangari?
2. Wangari died in 2011. If she were alive today, what questions would you like to ask her?
3. Were Wangari's actions typical of a woman in your country? Yes? No? Explain.
4. Wangari was a leader. What kind of leader do you think she was?
5. Would you join Wangari's organization if you could? Explain.
6. How would you react if your wife, mother, daughter, or girlfriend wanted to join Wangari's organization? Why would you react in this way?
7. What problems do you have as a woman where you live? How can men help to solve these problems? What advice do you think Wangari might give you to solve your problems?
8. Does your city have a lot of areas with trees? Could there be more trees planted? How might you get people interested in helping you plant trees?
9. Is it important for mothers to teach their sons to be respectful and supportive of women's rights? Is it important for fathers to teach their daughters to be strong and independent? Explain.

## Continue Learning

For more information, watch some of the trailers for the film about Wangari called *Taking Root* here: <http://www.greenbeltmovement.org/wangari-maathai/taking-root-documentary>



The Leader should say:

*Please share a few ideas you discussed.*

The Leader should note these ideas and then say:



*At our next meeting, we will hear from a guest speaker who will discuss either free speech or social movements. Which topic would you like to hear about? Let's brainstorm ideas for a topic for our guest speaker.*



Topics to be addressed in the presentation:

- Definition of problem or issue
- Brief history or background about the development of the problem or issue
- Current status of the problem or issue
- Possible partners or groups for collaboration
- Possible solutions
- Proposed actions

Once the group has chosen a topic, the Leader says:

*Now that we have a topic, do we have any ideas for experts we can invite to present on this topic? The guest speaker can be a judge, teacher, journalist, university professor, psychologist, or researcher who specializes in free speech or social movements. The guest speaker should give a fifteen- to twenty-minute presentation. Let's get a few names of guest speakers and then we'll figure out how to contact them.*

Once the group has the names of guest speakers on the board, ask for volunteers who are willing to contact them.

Once this is complete, the Leader says:

*Thanks for coming.*

## Continue Learning

Further information on the importance of plants in a community:

The *Atlantic* is an online magazine that is widely read. This article discusses the health and psychological effects of trees.

<https://www.theatlantic.com/health/archive/2014/07/trees-good/375129/>

Ron Finley discusses how he transformed a food desert in South Central Los Angeles into a place brimming with vegetable gardens and a community of dedicated volunteers.

[https://www.ted.com/talks/ron\\_finley\\_a\\_guerilla\\_gardener\\_in\\_south\\_central\\_la](https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la)

The Tree People is a volunteer community in Los Angeles that works with communities to create healthier communities by adding green spaces.

<https://www.treepeople.org/resources/tree-benefits>



## Guest Speaker Presentation & Interview



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to this *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

### Topic: Free Speech

**PRO**—Citizens of a country should have free speech.

**CON**—Citizens of a country shouldn't have free speech.

### Topic: Community Organizations

**PRO**—Community organizations strengthen a community and should be encouraged.

**CON**—Community organizations do not strengthen a community and shouldn't be encouraged.

### Topic: Protecting the Environment

**PRO**—Communities should work together to plant trees and other native, indigenous plants.

**CON**—Communities shouldn't plant trees and other native, indigenous plants.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.



## Vision Board

### Group Activities

The following are some questions to help Members get started with creating a vision board.

- How many green spaces do we have in our community?
- How many types of indigenous trees do we have in our community?
- Could we add green space to areas that are eroded or lack plants? Explain.
- What would our community look like if there were more green spaces?

*Your vision board should answer:*

- How should our community look in the next five years?
- What can we do to support our goals?

## Individual Reflection

- How can I add more green space to my office or living space?
- What types of plants grow well with the light and climate that I have?
- How should I care for the plants that would grow in the space that I have?

*Your vision board should answer:*

- In the next five years, what would I like my green space to look like?
- How can I develop my space to achieve my green goals?



# DEMOCRACY



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

## Introduction

This section begins with an exploration of democracy through a skit about voting and then an interview with Joshua Wong, the founder of a group of young people fighting for free elections. Then, several quotations by world leaders explore what democracy means around the world. What does democracy mean to you?

## A Skit

### Useful Vocabulary and Expressions

<b>First</b>	The first time for something
<b>Semester</b>	One of two eighteen-week periods of instruction which divide an academic year
<b>Credit card</b>	A card that allows purchases on credit
<b>Dorm</b>	Dormitory; a residence hall that provides rooms with multiple beds for students
<b>Polling station</b>	A place where people go to vote in an election
<b>Vote</b>	To make an official choice for or against someone or something by casting a ballot, raising a hand
<b>Election</b>	The act or process of selecting someone for a public office by voting
<b>Flat out</b>	In a very clear or direct way
<b>Hover</b>	To stay very close to a person or place
<b>Cafeteria</b>	A place where people get food at a counter and carry it to a table for eating
<b>Park</b>	To leave a car in a particular place
<b>To roll one's eyes</b>	To move one's eyes up and around as a sign of annoyance or impatience
<b>Bored</b>	Feeling tired and annoyed because there is nothing interesting or new to do or see
<b>Awesome</b>	Extremely good
<b>Elect</b>	To select someone for a position or job by voting
<b>Amazing</b>	Causing great surprise or wonder
<b>Receive</b>	To get or be given something
<b>Sticker</b>	A piece of paper with a picture or writing on it and a sticky substance on its back that is used to attach it to a surface
<b>Wave</b>	To move your hand or something held in your hand usually in a repeated motion in order to signal or greet someone
<b>Clap</b>	To hit the palm of your hands together usually more than once

## The Characters

Narrator (N)	Farah (F)	Nadine (Na)	Jody (J)	Mom (M)	Little Boy (LB)
N:	Three young ladies are excited about a lot of <b>firsts</b> this year. It is their first <b>semester</b> in their first year of college. It is the first time they have lived in a <b>dorm</b> away from their parents. They got their first <b>credit cards</b> last week, and today, they are going to the <b>polling station</b> to <b>vote</b> in their first <b>election</b> .				
F:	Wake up ladies! We've got to get to breakfast so we can go to the <b>polling station</b> before class.				
Na:	Farah! It's six a.m. You're just <b>flat out</b> mean to wake us up at six a.m.				
F:	Nadine! We all have eight o'clock classes. If we don't go and get in line, we won't be able to get to class on time.				
J:	OK! We're getting up. Just <b>hover</b> somewhere else till I wake up.				
F:	Now that you are both up, I'm going to breakfast. I'll see you both there in fifteen minutes.				
J:	Tyrant!				
F:	(laughing)				
N:	The ladies get ready and meet Farah at the campus <b>cafeteria</b> for a quick breakfast. After breakfast, they walk together to Farah's car, get in, and drive to the <b>polling station</b> .				
Na:	Here we are! Look, there's the <b>polling station</b> .				
F:	Well done! I'm going to let you two get out and get in line while I <b>park</b> .				
N:	Jody and Nadine get out of the car and stand in line behind a woman with a seven-year-old little boy and a baby.				
LB:	Mom, why do we have to stand in line today? It's too early. I want to go back to sleep.				
M:	Mommy has to <b>vote</b> today.				
LB:	Can't you <b>vote</b> another day or when I'm at school?				
M:	No, honey. I have to <b>vote</b> today, and this is the only time I have free.				
LB:	Voting is stupid.				

N:	The mother does not say anything. She <b>rolls her eyes</b> . Nadine is very upset by the mother's reaction to the little boy's comments, and she thinks about how to teach him the importance of voting in an interesting way. Then she has an idea. She decides she will be really excited about voting and she will talk about how important it is with her friends. The little boy is <b>bored</b> and will probably listen, she thinks.
Na:	What time is it?
J:	Six-thirty. Why?
Na:	Yay! We only have thirty more minutes till we can <b>vote</b> ! This is so <b>amazing</b> . I can't wait.
F:	Nadine, you're so excited to <b>vote</b> . You're dancing. That's <b>awesome</b> .
Na:	Of course I'm excited. This is the time when we, the people, speak. This is the time when we make laws, when we <b>elect</b> men and women to serve and protect our institutions. This makes our country stronger and freer. It makes our lives comfortable and gives us lots of opportunities. Voting helps us protect our rights as citizens and the rights of our children. To protect our democracy and to <b>vote</b> are the most important jobs we have as citizens.
N:	The little boy, <b>bored</b> with standing in line, listens to Nadine, Jody, and Farah talk about the importance of voting. When the <b>polling station</b> opens, he grows very excited. The line to <b>vote</b> takes longer than expected, and his mom begins to talk about leaving to get him to school on time. The little boy stops her by saying:
LB:	No, mom. We cannot leave now. You must be a good citizen and protect my rights and my sister's rights until we are able to <b>vote</b> . My teacher will understand.
N:	The little boy's mother agrees, and they wait. Soon the line moves forward and the little boy's mom and the ladies <b>vote</b> . After voting, Farah, Nadine, and Jody each <b>receive</b> a <b>sticker</b> that reads, "I voted." As they come out of the <b>polling station</b> , a car drives by. In the back seat, the boy <b>waves</b> at Nadine and proudly holds the <b>sticker</b> up to the window for her to see. Nadine <b>waves</b> back and <b>claps</b> her hands.





## Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Nadine?
2. What is your opinion of the boy's mother?
3. How does the little boy change during the skit?
4. Do you agree with the ideas that Nadine presented about the importance of voting? Why or why not?
5. Do you think it is important to vote? Why?
6. Imagine the little boy is at school. What do you think he does with the sticker?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room, one for the Interviewer and the other for Joshua Wong.

## Useful Vocabulary and Expressions

<b>Demonstration</b>	A public group display of feelings towards a person or cause
<b>Protest</b>	An organized public demonstration of disapproval
<b>Indifferent</b>	Lack of interest or enthusiasm
<b>To throw away</b>	To get rid of or give away
<b>To have a voice</b>	To have a right or power to influence or make a decision about something

## The Characters

Interviewer (I)	Joshua Wong (JW)
I:	Joshua Wong, it is a pleasure to have the chance to interview you today. For those of you listening to the radio today, Joshua Wong is the leader behind Scholarism, a student group that led <b>demonstrations</b> in Hong Kong to <b>protest</b> for free and fair elections. We'll be discussing why he organized the <b>protests</b> and what's next for this remarkable young man. Joshua, you were seventeen years old when you staged a pro-democracy <b>protest</b> that grew to 200,000 people at one point. How do you feel about that?
JW:	My purpose was to raise political awareness of the new generation. Many believed that we were <b>indifferent</b> to politics. As you can see, this is not true. The youth of Hong Kong are very interested in politics because it directly affects us.
I:	You faced the possibility of jail time for your role in the <b>protests</b> . Was it worth it for you? Didn't you think you were <b>throwing your life away</b> ?
JW:	This is my home and my future. I want to take care of the community I am living in so that when the "one country, two systems" agreement ends in less than fifty years, my family and community are protected. We should be allowed to elect and vote for whom-ever we want in our community. We are in great danger of losing our basic human rights with the changes we are seeing in the government. So, no, I am not <b>throwing away</b> my future. I am protecting it. If it means going to jail, I will do so.
I:	The point of the movement was for Hong Kong to get free elections. You were not successful. Do you feel that you failed?
JW:	Absolutely not. We want free elections, but what is more important is to energize the youth of Hong Kong and to show them that <b>they have a voice</b> . I think it's also more important for the youth to continue to develop critical thinking, stay informed politically, care about the fate of Hong Kong, and take care of our great city and country. We should be independent thinkers. This is important, and it was these ideals that were sparked by the movement.

I:	How do your parents feel about your activities?
JW:	My parents have always been supportive of me and my activities. They understand what I am fighting for.
I:	Thank you, Joshua Wong. It has been a pleasure talking with you today, and I wish you the best of luck.

This interview is based on:

Garber, Jonathan. “This 19-year-old Started a Massive Protest Movement in Hong Kong – and Now the Government Is Putting Him on Trial.” *Business Insider*, 28 Feb. 2016, [www.businessinsider.com/joshua-wong-interview-trial-protest-movement-hong-kong-2016-2](http://www.businessinsider.com/joshua-wong-interview-trial-protest-movement-hong-kong-2016-2).

Wen, Philip. “Joshua Wong, the Teen Who Shook Hong Kong’s Future.” *The Sydney Morning Herald*, 26 Sept. 2015, [www.smh.com.au/world/the-teen-who-shook-a-hongkong-generation-into-action--future-in-joshua-wongs-hands-20150924-gju55k.html](http://www.smh.com.au/world/the-teen-who-shook-a-hongkong-generation-into-action--future-in-joshua-wongs-hands-20150924-gju55k.html).



## Conversation Questions: Choose a Few to Talk About

1. What is your opinion of Joshua Wong?
2. Do you think it is worth going to jail to stand up for your beliefs?
3. Should Joshua Wong’s parents allow him to participate in these activities? Why or why not?
4. Would you participate in a protest or other activities to preserve your rights?
5. Do you think it is important to be involved in politics? Why?
6. What is the best way for you to be involved in politics?



## Quotations about Democracy

**Preparation:** The Leader must read this meeting activity.

At the beginning of the meeting, the Leader says:

*Today we will talk about government. What kinds of governments do you know?*

*And, what is democracy—do you know it? What does “democracy” mean?*

The Leader gives Members time to answer this question. Then the Leader says:

*Democracy is a form of government. All citizens can participate equally—either directly or through elected representatives, indirectly—in the creation of laws and other regulations that the society uses.*



**Look at the Quotes about Democracy.** The Leader asks Members to each read one of the quotes. Then the Leader says:

*Let's talk about them.*

- *What do they mean?*
- *Which ones interest you? Why?*

Members may want to learn about the people whose words are quoted here. Members can prepare short reports and present them to the Club in a follow-up meeting.

## Useful Vocabulary and Expressions

Safeguard	Something that provides protection against possible loss or damage
To worship	To honor or respect someone or something as a god
To interfere	To become involved in the activities and concerns of other people when this involvement is not wanted
Keen	Having or showing an ability to think clearly and to understand what is not obvious or simple about something
Notion	An idea or opinion
Pedestal	The base of a column or other tall object
To surround	To be on every side of something or someone
Beget	To cause something to happen or exist
Tyranny	Cruel and unfair treatment by people with power over others
Departure	The action of leaving, moving away from something
Wolves—a wolf	Large wild animals that are similar to a dog and that often hunt in groups

Lamb	A young sheep
To undermine	To make someone or something weaker or less effective usually in a secret or gradual way

## Quotes about Democracy

1. To **safeguard** democracy, the people must have a **keen** sense of independence, self-respect and their oneness. —*Mahatma Gandhi*
2. My **notion** of democracy is that under it the weakest should have the same opportunity as the strongest. That can never happen except through non-violence. —*Mahatma Gandhi*
3. In a true democracy, every man and woman is taught to think for himself or herself. —*Mahatma Gandhi*
4. It is the people who control the Government, not the Government the people. —*Winston S. Churchill*
5. Democracy begins with freedom from hunger, freedom from unemployment, freedom from fear, and freedom from hatred. —*Vandana Shiva*
6. My people are going to learn the principles of democracy, the dictates of truth and the teachings of science. Superstition must go. Let them **worship** as they will; every man can follow his own conscience, provided it does not **interfere** with sane reason or bid him against the liberty of his fellow-men. —*Mustafa Kemal Atatürk*
7. You see these dictators on their **pedestals**, **surrounded** by the bayonets of their soldiers and the truncheons of their police ... yet in their hearts there is unspoken fear. They are afraid of words and thoughts. —*Winston S. Churchill*

8. Secrecy begets tyranny. —Robert Heinlein
9. Protest beyond the law is not a **departure** from democracy; it is absolutely essential to it. —Howard Zinn
10. Democracy is not freedom. Democracy is two **wolves** and a **lamb** voting on what to eat for lunch. Freedom comes from the recognition of certain rights which may not be taken, not even by a 99% vote. —Marvin Simkin
11. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crises. The great point is to bring them the real facts. —Abraham Lincoln
12. Democracy is necessary to peace and to **undermining** the forces of terrorism. —Benazir Bhutto



## Conversation Questions: Choose a Few to Talk About

1. Which of these quotes is your favorite and why?
2. How are all these quotes related to democracy?
3. Which of the quotes do you feel is not about democracy?
4. Create your own quote about what democracy means to you.
5. Who created the most favorite quote? Why is it so popular?



## What is Democracy? Two Stories

**Preparation:** The Leader must read this meeting activity.

At the beginning of the meeting, the Leader says:

*Today we are going to read two short stories. Each story is a true story. After we read, we will discuss them. As we read, think about this question: Are these stories about democracy?*

## Useful Vocabulary and Expressions

<b>Protest</b>	An organized public demonstration of disapproval
<b>Naïve</b>	Inexperienced; innocent
<b>To fail</b>	To not succeed; to end without success
<b>Law</b>	A rule made by the government of a town, state, country
<b>To vote in support of something</b>	To make a choice that gives victory for the choice
<b>Staff</b>	A group of people who work for an organization or business
<b>Donate</b>	To give [money, food, clothes] in order to help a person or organization
<b>To promote</b>	To make someone more determined, hopeful, or confident
<b>Gun control</b>	Laws or policies that control the distribution or sale of guns
<b>To meet someone's demands</b>	To do what someone wants

### Story 1: Protests in Hong Kong

In Hong Kong, student **protests** began at the end of September 2014. Students and many intellectuals were angry with the way the Chinese government wanted to choose candidates in the 2017 election. Tens of thousands of students **protested** in the streets in September and October.

By mid-November, a few hundred protesters remained. Three students tried to get on an airplane and go to Beijing, the Chinese capital city. They wanted to speak with the Chinese government. The Chinese government stopped them at the airport. The government called the students “naïve” and told the Chinese people that the protesters **failed**. The students promised to continue their **protest** until **their demands were met**.

Adapted from:

BBC. “Hong Kong Protest Leaders Denied Beijing Flight.” *BBC*, 15 Nov. 2014,  
[www.bbc.com/news/world-asia-china-30067035](http://www.bbc.com/news/world-asia-china-30067035).



## Story 2: Stealing Democracy or Buying It?

Before 2008, New York City had a **law** that said the Mayor of New York City can be mayor for only two terms—eight years. Voters in New York City voted **in support of** this **law** two times.

In October 2008, the New York City Mayor asked the City Council to change this **law**. He wanted to change from two terms to three terms—twelve years. The City Council members **voted in support of** this change in the **law**. In 2009, this mayor was elected to a third term.

This mayor has a net worth of more than \$30,000,000,000 American dollars from his private businesses. When he was mayor, he spent \$268,000,000 American dollars of his money on his re-election campaigns. He spent \$890,000 American dollars to give free breakfast and lunch to his **staff**. He **donated** \$30,000,000 American dollars to a museum. He gave \$30,000,000 American dollars to help young men. He gave \$7,000,000 American dollars to **promote gun control**. As mayor, his salary for three terms in office was \$2,700,000 American dollars, but he did not accept this. He chose to take \$1 American dollar per year.

Adapted from:

Robbins, Tom. “Bloomberg’s Term-Limits Coup: Heroes, Villains, and Wimps.” *The Village*

*Voice*, 29 Oct. 2008, [www.villagevoice.com/2008/10/29/bloombergs-term-limits-coup-heroes-villains-and-wimps/](http://www.villagevoice.com/2008/10/29/bloombergs-term-limits-coup-heroes-villains-and-wimps/).

“Michael Bloomberg Net Worth.” *Celebrity Net Worth*, [www.celebritynetworth.com/richest-politicians/michael-bloomberg-net-worth/](http://www.celebritynetworth.com/richest-politicians/michael-bloomberg-net-worth/).

At the end of the reading, the Leader checks for understanding of the stories.



### Conversation Questions: Choose a Few to Talk About

1. Is one of these stories a good story about democracy? Explain.
2. Do we have stories about protests in our country? Explain.
3. Is the mayor of New York City a good mayor? Explain.
4. If rich politicians donate money, should they be able to change laws? Explain.
5. If you were a student in Hong Kong, would you join the protesters? Explain.
6. If your friend, child, or family member wanted to join a protest, what advice would you give to this person?



7. If you were a voter in New York City, would you vote for this mayor's third term? Explain.
8. What other comments can you make about these stories?

## What is Democracy?



**Preparation:** The Leader must read this meeting activity.

At the beginning of the meeting, the Leader says:

*Today we are going to read a short story. This is a true story. After we read, we will discuss it. As we read, think about this question:*

*Is this story about democracy?*



## Free Speech?

Last week, many people were arrested at a peaceful protest. They were protesting the government's decision to change the Constitution. The government said that these people were terrorists.

Earlier today, one of the political opposition leaders was released from jail. He was in jail for eight years. He was arrested because he said, "We must save our country. Our country is in danger; there are enemies surrounding us. We must join together and fight for our country."

Is this free speech or terrorism? If yes, why? If no, why not?

After reading this story, the Leader can ask Members to choose a few questions to talk about.



## Conversation Questions: Choose a Few to Talk About

1. Is this a story about democracy or free speech? Explain.
2. Are there connections between democracy and free speech? Explain.
3. Is this a story about terrorism? Explain.
4. Was the government correct to imprison this person for eight years? Explain.
5. Was this a democratic decision? Explain.
6. What impact can this story have on the people in this country?
7. If this happened in our country, would we protest? Explain.
8. How can we let our government know when we do not agree with something it does?

The Leader makes sure everyone is talking and using Active Listening.

Finally, the Leader says:

*Next week we will have a guest speaker. We should choose to invite an expert related to our topic. What would you like more information about on democracy? Let's brainstorm.*

Before the end of the meeting, Members should discuss the type of expert they would like to invite to give the guest presentation, and who will invite the speaker.

Here are some ideas for the presentation:

### *Presentation about Democracy*

- How do different countries around the world practice democracy?
- How does the media influence democracy?
- Is any one country truly democratic?

### *Presentation about Free Speech*

- Can a democracy function without free speech?
- How can we support free speech?
- How do we encourage free speech?
- What can we do to have more free speech?

### *Presentation about Elections*

- How do we monitor elections?
- How can we encourage everyone to vote?
- How do elections work in our country?

## **Guest Speaker Presentation & Interview**



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic below. Then six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

### TOPIC: Democracy

**PRO**—Democracy is the best form of government for everyone.

**CON**—Democracy is not the best form of government for everyone.

### TOPIC: The Right to Protest

**PRO**—The right to protest is a form of free speech.

**CON**—The right to protest is not a form of free speech.

### TOPIC: Democracy and Literacy

**PRO**—Democracy requires a literate population.

**CON**—Democracy does not require a literate population.

### TOPIC: Community Radio

**PRO**—Community radio is necessary for a democratic government.

**CON**—Community radio is not necessary for a democratic government.

### TOPIC: Social Media and Developed Countries

**PRO**—Developed countries have a right to block social media during riots in poor countries.

**CON**—Developed countries do not have a right to block social media during riots in poor countries.

### TOPIC: Secret Police

**PRO**—Secret police have a role to play in a democratic government.

**CON**—Secret police have no role to play in a democratic government.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section in this *Handbook* to prepare for the debate.

## Vision Board

**Prepare:** scissors, tape, glue, paper, and photos or pictures



### Group Activities

The following are some questions to help Members get started with creating a vision board.

- Are our local community leaders upholding democratic ideals?
- What ideals are missing?
- Is there a way we can encourage the development of those ideals in our community?
- Is there one democratic ideal in particular that we would like to be sure to have in our community?

*Your vision board should answer:*

- How do we want our community to look in the next five years?
- What can we do to support our goals?

### Individual Reflection

- Do I feel free to speak at my workplace or school?
- Do I feel supported at my workplace or school?
- How can I add more democratic ideals to my workplace or school?

*Your vision board should answer:*

- What democratic principles would I like in my life?
- In the next five years, how could I create an environment that would encourage the development of democratic principles?

## LOVE AND MARRIAGE



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

Love and marriage have been interesting topics for people to talk about for centuries. Marriage has traditionally been an agreement between two families, a merger to form a business agreement. Love is harder to define, harder to explain. What is love? Is love enough to bring two people together in marriage? Should love and marriage mix? These are some of the ideas we explore in this section.

## A Skit

### Useful Vocabulary and Expressions

<b>Son-in-law</b>	The title of the man who marries a daughter in the family
<b>Hand in marriage</b>	A phrase that is used to ask someone to marry you: “May I have your hand in marriage?”
<b>Wife</b>	The female partner in a marriage between a man and a woman
<b>Marriage</b>	A legally binding agreement between a man and a woman to integrate their households and live together
<b>Delicious</b>	Very pleasant to taste
<b>Set aside</b>	To save something
<b>Burden</b>	Someone or something that is very difficult to accept, do, or deal with

### The Characters

Narrator (N)	Antoinette (A)	Michael (M)	Antoinette’s Mother (AM)	Antoinette’s Father (AF)
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<b>N:</b>	Antoinette has a boyfriend named Michael. They met when they were students at the university and love each other very much. Three months ago, they decided to marry.
<b>A:</b>	Mother and father, I am happy. I told you that there is a special man in my life. We have been dating for a long time and his name is Michael. I would like you to meet him.
<b>M:</b>	It is my pleasure to meet you. Will you agree that I may marry your daughter? I will take very good care of her.
<b>AF:</b>	Michael, we are happy to meet you. Antoinette tells us that you come from a good family, and we would be happy to count you as our <b>son-in-law</b> .
<b>AM:</b>	We can see that you are a serious man, and we know our daughter will be happy as your <b>wife</b> .
<b>AF:</b>	Next week, we will tell you what you need to give us for our daughter’s <b>hand in marriage</b> .

<b>M:</b>	Thank you. I look forward to hearing your requests. Next week, I invite you to join me for dinner so we can discuss your requests.
<b>N:</b>	Antoinette's parents are very happy because Michael is a businessman. They want to ask him to give them many things. For starters, \$25,000 American dollars and a motorbike. Antoinette and her parents join Michael at a nice restaurant the following week.
<b>A:</b>	Look at how beautiful this restaurant is! Mother, father, I will be so happy in this match. Please support me!
<b>AM:</b>	Yes, this is a beautiful place and we do support you. We will make sure that Michael is prepared to support you too.
<b>A:</b>	Michael! Look, he's there. Let's go join him.
<b>N:</b>	After eating a <b>delicious</b> meal, Antoinette's parents told Michael what they wanted.
<b>M:</b>	This is very expensive. I don't know if this is possible. I am not a rich man.
<b>A:</b>	Mother, can you help me in the restroom? I think that my dress has come undone on the side.
<b>N:</b>	Antoinette is disappointed in the requests her parents make. She knows that Michael is a businessman, but he is not very wealthy. He works hard for the money that he makes and it is enough for a small family, but not much more. \$25,000 American dollars is too much for him to pay.
<b>A:</b>	Mother, Michael does not make enough to afford to pay this amount of money.
<b>AM:</b>	But he must if he wants to marry you. You are worth this amount of money, and if he will not pay, some other young man will.
<b>A:</b>	I do not want to marry another man. I want to marry Michael.
<b>AM:</b>	Don't worry, darling. Your father and I are taking care of you. We will make sure you marry the right person.
<b>N:</b>	Michael thanks Antoinette's parents for having dinner with him. He repeats that he does not have a lot of money to give them and also buy a motorbike. He asks them to consider a lower amount, and Antoinette's parents agree to think about it. The next evening Michael and Antoinette meet for coffee at a restaurant in the downtown area.

<b>M:</b>	Antoinette, I want to marry you with all my heart, but I will not be able to give your parents so much—the money and motorbike.
<b>A:</b>	I know this Michael. I asked my mom to think about this as well. She has agreed to talk to my father. What if I help to pay it? I have some money <b>set aside</b> from my job teaching; it is not a lot, but it will take some of the <b>burden</b> off of you. We don't need to let my parents know.

Once it is clear that everyone understands the story, the Leader asks the group to begin the Conversation Activity.



### Conversation Activity

What do you think Michael will say to Antoinette's proposal? In groups, finish the story. Do Antoinette and Michael get married?

Ask the groups to share their endings to the story.



### Conversation Questions: Choose a Few to Talk About

1. Is it right for parents to ask for money? Why or why not?
2. How much is a reasonable amount of money to ask for?
3. Should the parents reconsider the money they asked for? Why or why not?
4. Should Antoinette give Michael money to help him pay her parents? Why or why not?
5. What are Michael's problems? What are Antoinette's problems? How do you think they will solve the problems?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section "Script Outline for Skits, Interviews, and Role-Plays."

- Prepare two chairs in front of the meeting room for the Interviewer and Marla Martenson.



## Useful Vocabulary and Expressions

<b>Matchmaker</b>	A person who tries to bring two people together so that they will marry each other
<b>Beverly Hills</b>	An area of California where there are many wealthy people
<b>Abroad</b>	Going to or living in a foreign country
<b>Gemini</b>	The astrological sign for May 21st–June 21st. Gemini is represented by twins
<b>Model</b>	Someone who is paid to wear clothing, jewelry, and other accessories, in photographs, fashion shows, videos, or on television, so that people will see and want to buy what is being worn
<b>Waitress</b>	A woman who serves food or drinks to people in a restaurant
<b>Soul mate</b>	A person who completely understands you and is perfectly suited to be in a loving relationship with you
<b>False</b>	Not true or accurate
<b>Partner</b>	The person you have decided to be with
<b>Certified life coach</b>	A person trained to help others make decisions
<b>Profile</b>	A detailed description of yourself that includes photos and hobbies
<b>Bio</b>	A short description of yourself
<b>The negative, or negative</b>	The ugly or bad things in life; complaining about many things or not willing to look at things in a positive way
<b>To write someone off</b>	Not want to have anything to do with someone
<b>Headshot</b>	A photo of the head; generally used by models and actors
<b>Potential</b>	Capable of becoming real
<b>Match.com</b>	A website that is popular for finding people to date
<b>Questionnaire</b>	A paper given to someone with many questions about a topic
<b>Tinder</b>	An app for mobile phones that is popular for dating
<b>Computer algorithm</b>	A code that is written to help search for items on a computer
<b>Essence</b>	The main meaning or the central parts of something

Self-absorbed	A person only interested in himself or herself
Obsessed	To think and talk about someone or something too much (informal)
Spend time	To take time to do something
Ex	A former husband, wife, boyfriend, or girlfriend (informal)

## The Characters

Interviewer (I)	Marla Martenson (MM)
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I:	Today, we're going to be joined by <b>matchmaker</b> Marla Martenson to talk about what it's like as a <b>Beverly Hills matchmaker</b> . Marla comes from Tacoma, Washington, but has spent many years living in different parts of the United States as well as <b>abroad</b> . A <b>Gemini</b> , she has had many life experiences, which include being a professional <b>model</b> , author, <b>waitress</b> , <b>matchmaker</b> , and Reiki Master. Reiki, for those of us who don't know, is a type of healing through energy. Marla, welcome to the show. Let's start with the question: What is your role as a <b>matchmaker</b> ?
MM:	I work with men and women to find their <b>soul mates</b> . Many people have a <b>false</b> impression of what they would like in a <b>partner</b> based on movies or books. I'm a <b>certified life coach</b> , so I can help my clients understand who would be a great match for them. Then I go out and I find them a match. I'll send the <b>profile</b> and <b>bio</b> of several women who I think will be a good match for them and then talk to the man and woman about each other. If they both show interest, then I will send phone numbers.
I:	What makes you successful as a <b>matchmaker</b> ?
MM:	Sometimes when my clients have had bad experiences dating, they focus on <b>the negative</b> . They will write <b>profiles</b> that say, "I don't want this or that or whatever." When you read it, you think, "Eww! This person is too <b>negative</b> and demanding," and you <b>write them off</b> . A lot of the time, they're actually great people. I help my clients make a <b>profile</b> that really expresses who they are. I also make sure they get professional <b>headshots</b> taken. The pictures are important to <b>potential partners</b> .

I:	Who do you work with?
MM:	Men are the paying clients. Most of my clients are successful CEOs and men who have a lot of money. Being busy, they don't want to go to a bar or sit on <b>Match.com</b> answering <b>questionnaires</b> . Sometimes we get really successful women who are in their mid-thirties and looking for <b>partners</b> , but not many.
I:	How do your services differ from online dating sites like <b>Tinder</b> and <b>Match.com</b> ?
MM:	Well, I'm creating the <b>profiles</b> for my clients and working with them every step of the way. I don't match them based on <b>computer algorithms</b> , but on getting to know them and what they like. I help them to make a little story that's fun and gets to the <b>essence</b> of who they are.
I:	Based on your experiences, what types of people are the most successful in finding relationships?
MM:	I've noticed that people who love themselves tend to make good choices. I'm not saying love themselves as in they are <b>self-absorbed</b> or <b>obsessed</b> , but that they have <b>spent time</b> getting to know themselves and take care of themselves. They know what they are looking for and are willing to invest time in building the relationship.
I:	What are some dating tips that you have?
MM:	Put cell phones away! There's nothing worse than sitting across from someone who is constantly on his or her cell phone and not paying attention to you. Another important thing to remember is not to talk about your <b>ex</b> . People may ask, but don't go into details. Ask interesting questions instead. For example, "What's the most exciting trip you have ever taken?"
I:	Thank you, Marla. I've enjoyed having you on the show. I wish you the best.
MM:	Thank you for having me. Good luck!

Adapted from:

Lyons, Ande. "Love Is in the Air—Boutique Matchmaker Marla Martenson." YouTube, uploaded by Bring Back Desire, [www.youtube.com/watch?v=L-J-uXtzsBo](http://www.youtube.com/watch?v=L-J-uXtzsBo).

Miller, Mark C. "Exclusive Interview With Professional Matchmaker Marla Martenson." *The Huffington Post*. 3 Mar. 2016, [www.huffingtonpost.com/mark-c-miller/exclusive-interview-with-\\_42\\_b\\_12209728.html](http://www.huffingtonpost.com/mark-c-miller/exclusive-interview-with-_42_b_12209728.html).



## Conversation Questions: Choose a Few to Talk About

1. Do you have matchmakers in your community? Are their clients similar to the ones Marla works with?
2. Do you believe in soul mates? Why or why not? Do you believe you can find your soul mate through the help of a matchmaker?
3. What do you think about online dating apps that help people find matches?
4. What other dating tips would you add to Marla's list? What do you imagine would be bad to do on a date?
5. Why do you think Marla has fewer female clients than male clients?
6. Do you believe that some people are unmatchable?

## Marriage Choices: Selecting Partners



**Preparation:** The Leader must read this meeting activity. Creating gender-based groups by separating men/boys and women/girls into two rooms, one for each group, will provide a comfortable environment for this discussion. If possible, the groups that are separated by gender should not be able to hear each other's discussions.

At the meeting, the Leader says:

*For our meeting today, we will talk about choosing someone to marry. Let's review the vocabulary.*

### Useful Vocabulary and Expressions

Unanimous	Agreed to by everyone
Unemployed	To have no job; not employed

To speak out against someone/something	To protest
Good-looking	Attractive; handsome; pretty
Love affair	To have a sexual relationship when one person is married already to another person
Except	Not including someone or something; other than something or someone
Limp	To walk in a slow and awkward way because of an injury to a leg or foot
Twice	Two times
Cured	To become healthy again after receiving medicine or a medical treatment
Depressed	Feeling sad
Rarely	Not very often
Large	Great in size or amount
Modest	Not very large in size or amount
In-law	Indicates the family of one's husband or wife; for example, your brother-in-law is the brother of your husband/wife



Then say:

*First, we will go into two groups by gender. The men/boys must go ...* [tell them what room or area to move to for their discussion]. *The women/girls must go ...* [tell them where they must go to meet]. Remind each group to choose a Timekeeper, Note-taker, Group Director, Vocabulary Collector, and Grammarian. During this activity, the Note-taker should write down the main ideas.

*Everyone, please go to your places now, and I will come and tell each group what they must do. Please be patient and wait for me.*

Give the Members time to get into their groups.

**Note:** If the groups are large, ask them to form small groups by gender—they must be separated by gender. Small groups need to assign small group member roles and remember to use Active Listening. The Leader can visit the groups and help with the discussion if necessary. The Leader should give approximately thirty minutes for this conversation. When the time's up, the Leader calls the groups back together.

When the groups return together, ask the Note-taker from each group to share their results.

Say this at the end of the meeting:

*Thank you for sharing your decisions. Remember the names you chose because we will use your decisions at our next English Club meeting.*

Be sure to remind the Members about the date, time, and place for the next Club meeting.



## Men/Boys Group Conversation

Last week, your brother said he wants to marry. He believes four women would make good wives. He wants you to help him choose one. Your group must make a unanimous recommendation to your brother. Everyone must agree on the same woman.

## Your Possible Sister-in-Law

Theresa	Angelica
• Beautiful, younger than your brother	• Good-looking, as old as your brother
• Not much money	• A university professor
• Tells everyone she loves your brother	• Very affectionate in public
• Ambitious and self-centered	• Criticizes the government in public
• Has a secondary school diploma	• Had a love affair with a married man for two years
• Unemployed	• Good physical health except she walks with a limp
• Likes to go to bars and loves to dance	• Enjoys talking with your family, especially your mother

Theresa	Angelica
<ul style="list-style-type: none"> <li>• Had three boyfriends in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Does not want any children</li> </ul>
<ul style="list-style-type: none"> <li>• Excellent physical health</li> </ul>	
<ul style="list-style-type: none"> <li>• Wants to have four children</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Speaks out against</b> child abuse</li> </ul>	

Helen	Marie
<ul style="list-style-type: none"> <li>• Rich, seven years older than your brother</li> <li>• Beautiful</li> </ul>	<ul style="list-style-type: none"> <li>• A simple woman, not very beautiful</li> <li>• Kind, sensitive, thoughtful—her eyes show her love for your brother</li> </ul>
<ul style="list-style-type: none"> <li>• Always kind to your brother but never says that she loves him</li> </ul>	<ul style="list-style-type: none"> <li>• Raped when she was sixteen years old</li> </ul>
<ul style="list-style-type: none"> <li>• Gives your brother expensive gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot have children</li> </ul>
<ul style="list-style-type: none"> <li>• Passionate volunteer for “Save the Wildlife” organization</li> </ul>	<ul style="list-style-type: none"> <li>• A businesswoman</li> </ul>
<ul style="list-style-type: none"> <li>• Has a university diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to work after marriage</li> </ul>
<ul style="list-style-type: none"> <li>• Married <b>twice</b> before—both husbands died mysteriously—has two children</li> </ul>	<ul style="list-style-type: none"> <li>• Her family is very big, and your brother had two fights with her father</li> </ul>
<ul style="list-style-type: none"> <li>• In good physical health</li> </ul>	<ul style="list-style-type: none"> <li>• Passionate volunteer for stopping violence against women and children</li> </ul>
<ul style="list-style-type: none"> <li>• Wants to have one more child</li> </ul>	<ul style="list-style-type: none"> <li>• In good physical health, <b>cured</b> of tuberculosis last year</li> </ul>



## Women/Girls Group Conversation

Last week, your sister said she wants to marry. She has four men who want to marry her. She wants you to help her choose one. Your group must make a **unanimous** recommendation to your sister. Everyone must agree on the same man.



## Your Possible Brother-in-Law

Mark	Jack
<ul style="list-style-type: none"> <li>• Very handsome, three years younger than your sister</li> </ul>	<ul style="list-style-type: none"> <li>• Handsome, a surgeon at the hospital</li> </ul>
<ul style="list-style-type: none"> <li>• A musician, very popular</li> </ul>	<ul style="list-style-type: none"> <li>• Wealthy</li> </ul>
<ul style="list-style-type: none"> <li>• Makes a lot of money and spends it quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Studied in Europe, likes European food</li> </ul>
<ul style="list-style-type: none"> <li>• Tells your sister how much he loves her</li> </ul>	<ul style="list-style-type: none"> <li>• As old as your sister</li> </ul>
<ul style="list-style-type: none"> <li>• Gives your sister lots of expensive gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Very affectionate in public</li> </ul>
<ul style="list-style-type: none"> <li>• Very ambitious and self-centered</li> </ul>	<ul style="list-style-type: none"> <li>• Had a <b>love affair</b> with a married woman for two years</li> </ul>
<ul style="list-style-type: none"> <li>• Excellent physical health</li> </ul>	<ul style="list-style-type: none"> <li>• Serious and intelligent</li> </ul>
<ul style="list-style-type: none"> <li>• Travels a lot</li> </ul>	<ul style="list-style-type: none"> <li>• In good health but gets <b>depressed</b></li> </ul>
<ul style="list-style-type: none"> <li>• Wants five children</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaks out against</b> corruption</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't like to visit your family—or his</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to have two children</li> </ul>
<ul style="list-style-type: none"> <li>• Sings songs critical of the government</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't help his family</li> </ul>

Joseph	Charles
<ul style="list-style-type: none"> <li>• Rich, ten years older than your sister</li> </ul>	<ul style="list-style-type: none"> <li>• A simple man, not very attractive, three years older than your sister</li> </ul>
<ul style="list-style-type: none"> <li>• A businessman</li> </ul>	<ul style="list-style-type: none"> <li>• Works in a hotel as a chef</li> </ul>
<ul style="list-style-type: none"> <li>• Always kind to your sister but never tells her that he loves her</li> </ul>	<ul style="list-style-type: none"> <li>• Has a secondary school diploma</li> </ul>
<ul style="list-style-type: none"> <li>• Gives her expensive gifts, takes her to elegant restaurants</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good salary, <b>rarely</b> spends money</li> </ul>
<ul style="list-style-type: none"> <li>• Married <b>twice</b>—both wives died mysteriously—has five grown children</li> </ul>	<ul style="list-style-type: none"> <li>• Takes your sister for long walks</li> </ul>
<ul style="list-style-type: none"> <li>• In good health, likes to drink wine</li> </ul>	<ul style="list-style-type: none"> <li>• Never married, only one other girlfriend in high school</li> </ul>

Joseph	Charles
<ul style="list-style-type: none"> <li>• Likes to stay at home; doesn't want any more children</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks English and Chinese</li> </ul>
<ul style="list-style-type: none"> <li>• Likes to visit your family, enjoys talking to your mother</li> </ul>	<ul style="list-style-type: none"> <li>• Was a child-soldier and doesn't talk about these experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Active in "Save the Wildlife" organization</li> </ul>	<ul style="list-style-type: none"> <li>• Likes to visit friends on the weekends</li> </ul>
	<ul style="list-style-type: none"> <li>• Helps his family all the time, enjoys talking to your father</li> </ul>
	<ul style="list-style-type: none"> <li>• Wants to have two children</li> </ul>



## Marriage Choices: Setting Priorities

**Preparation:** The Leader must read this meeting activity.



At the meeting, the Leader says:

*For several weeks, we have talked about marriage choices. We selected the best woman and the best man for our imaginary brother and sister. Today we will talk about characteristics that we want in our marriage partner.*

The Leader decides to have a big group meeting or small groups. Small groups must choose small group member roles (see Introduction in the *Handbook*). The Leader says:



*Look in your Handbook for Marriage Choices: Setting Priorities. Prioritize this list. What is the most important characteristic you want your marriage partner (boyfriend/girlfriend) to have? What is the least important? Then prioritize the other characteristics. Try to agree on this list. If you disagree, be prepared to explain why.*

*You have twenty minutes for this discussion.*

## Marriage Choices: Setting Priorities

What are the characteristics we want our life partners (or boy/girlfriends) to have? Are there characteristics that are more important than others? What characteristics do you want in the person who will be with you forever?

## Useful Vocabulary and Expressions

<b>Beauty</b>	The quality of being physically attractive
<b>Hairstyle</b>	Style, design, cut of hair
<b>Unemployed</b>	To have no job; not employed
<b>Temporarily</b>	Continuing for a limited amount of time; not permanent
<b>Affection</b>	A feeling of liking and caring for someone or something; acts of tenderness, love, kindness
<b>Issue</b>	Something that people are talking about, thinking about; an important subject or topic
<b>Arrogant</b>	Having or showing the insulting attitude of people who believe that they are better, smarter, or more important than other people; having or showing arrogance
<b>Shy</b>	Feeling nervous and uncomfortable about meeting and talking to people
<b>Talkative</b>	Tending to talk a lot or to enjoy having conversations with people
<b>Self-centered</b>	Too interested in yourself and not caring about the needs or feelings of other people
<b>Narcissistic</b>	Loving and admiring yourself and especially your appearance too much
<b>Self-assured</b>	Having or showing confidence in yourself and your abilities
<b>Addicted to [something]</b>	Unable to stop doing something that is harmful
<b>Divorcé(e)</b>	A divorced person
<b>Widow(er)</b>	Woman whose husband died (widow); man whose wife died (widower)

The Leader should say:



*Look at the list. Prioritize this list by putting the most important characteristic first, then the second, then the third, and continue till the least important characteristic, number twelve. Each characteristic has examples—but these are ONLY examples. The characteristics are broader and more interesting.*

NOTE: Characteristics are in alphabetical order.

Characteristic	Examples of Characteristic
Appearance	Beauty, clothes, hairstyle, makeup, body
Education	Years in school completed
Employment/ Financial situation	Unemployed, a small salary, a big salary, receives gifts or salary increase, temporarily employed
Expressions of love	Writes love poems, shows affection in public, gives expensive gifts
Family size	Number of children, no children
Interests/Hobbies/ Likes-Dislikes	Passionate about an issue, speaks out against an issue, loves to [read, dance, listen to music], hates to [talk about politics], helps the [community]
Involvement with family	Loves/hates [family members], argues with [family]
Personality	Kind, arrogant, shy, talkative, self-centered, narcissistic, self-assured
Physical health	Excellent health, major health problem [HIV/AIDS, tuberculosis], addicted to [cigarettes, alcohol]
Romantic history/ Sexual experiences	Number of boyfriends/girlfriends, widow(er), divorcé(e), history of sexual violence, sexual experiences
Values	The same or different religion, the same or different ideas about honesty, the same or different ideas about spending/saving money



The Leader listens to the Members and helps with Active Listening. When the Members are finished, they explain their priorities. The Leader keeps a tally of the most important and least important characteristics and presents the results to the Members. To conclude this activity, the Leader can say:

1. *Present your answers to the group.*
2. *Why did you choose the answers that you did?*
3. *Now that everyone has shared, does anyone want to change his or her decisions? Explain the changes you want to make.*

Before the end of the meeting, Members should discuss the type of expert they would like to invite to give the guest presentation, and who will invite the speaker.

When Members finish making comments and/or the time's up, the Leader reminds Members about the date, time, and location of the next meeting.

## Guest Speaker Presentation & Interview



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



## Debate Topics

**Preparation:** Before this Club meeting, the Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and time-keeper.

**TOPIC: Shared Values**

**PRO**—Spouses must be faithful to each other.

**CON**—Spouses do not need to be faithful to each other.

**TOPIC: Physical Beauty**

**PRO**—The physical beauty of a spouse is very important.

**CON**—The physical beauty of a spouse is not important.

**TOPIC: Before Marriage**

**PRO**—Engaged couples must live together before they marry.

**CON**—Engaged couples should not live together before they marry.

**TOPIC: Inter-Ethnic/Inter-Racial Marriages**

**PRO**—Inter-ethnic and inter-racial marriages should be allowed.

**CON**—People should not be allowed to marry outside their ethnic or racial group.

**TOPIC: Marriage and Religion**

**PRO**—People must not marry outside their religion.

**CON**—People should be allowed to marry outside their religion.

**TOPIC: HIV/AIDS [SIDA] and Marriage**

**PRO**—People with HIV/AIDS should not be allowed to marry.

**CON**—People with HIV/AIDS should be allowed to marry.

**TOPIC: Marriage and Similar Ages**

**PRO**—Marriage must be between people who have similar ages.

**CON**—People with very different ages should be able to marry.

**TOPIC: Showing Affection in Public**

**PRO**—Engaged couples can show affection in public.

**CON**—Engaged couples must not show affection in public.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section in this *Handbook* to prepare for the debate.

## Vision Board

**Prepare:** scissors, tape, glue, paper, and photos or pictures

### Individual Reflection

- Is there someone in my life who I would like to see in love or married?
- What characteristics should the spouse of this person have?
- What type of life do I hope for this person once he or she is married or partnered with someone?

*Your vision board should answer:*

- In the next five years, what would I like my life, or the life of the person I would like to marry, to look like?
- Will I (or the person) have a big house? A car? A nice spouse? A child? Lots of children?
- What characteristics would I like my spouse to have?





## HEALTH



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

A healthy community is important to the happiness of the community. What does it mean to have a healthy community? There are two main elements to a healthy community: physical health and mental health. This section explores how can we create a healthy environment for ourselves physically and mentally.

## A Skit

### Useful Vocabulary and Expressions

<b>Surfer</b>	A person who rides on ocean waves using a special board (called a surfboard)
<b>Household chores</b>	Jobs or tasks to do in or around the house
<b>Paddle</b>	To use both arms to push forward in the water when lying on a surfboard
<b>Tsunami</b>	A very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land
<b>Youth leader</b>	A person who leads activities for youth independent of school
<b>Traumatic</b>	Causing someone to become very upset in a way that can lead to serious mental and emotional problems
<b>Support network</b>	A group of people who care about you and are willing to help you
<b>Tent</b>	A portable shelter that is used outdoors, is made of cloth (such as canvas or nylon), and is held up with poles and ropes
<b>Surfboard</b>	A long, light, narrow board that is used for surfing

### The Characters

Narrator 1 (N1)	Narrator 2 (N2)	Bethany (B)	Sarah (S)
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<b>N1:</b>	Bethany Hamilton is a professional <b>surfer</b> . When she was thirteen, a shark bit her arm off. Life was difficult using one arm. Bethany worried about how she would be able to help her family in daily tasks like cooking and <b>household chores</b> . She also worried about surfing because a <b>surfer</b> normally <b>paddles</b> with two hands.
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- N2:** In 2004, Thailand and other countries suffered from a **tsunami** that devastated some of the coastal areas. Many volunteers and rescue workers came to Thailand to assist the communities ruined by the **tsunami**. Bethany joined a group of friends and went to help. On the last evening, Bethany and her **youth leader**, Sarah, had a discussion about how Bethany was feeling.
- S:** Bethany, how are you doing? You've been through a lot. I know that losing your arm was very **traumatic**. I'm very proud of you for coming to help those who are less fortunate.
- B:** Thanks, Sarah. I'm really happy I have come to Thailand to help. I feel that it has changed me.
- S:** What do you mean? How has it changed you?
- B:** I was really depressed before. I know that I'm lucky to be alive, and I have an amazing **support network**. People like you and my family have helped me very much, but I still felt lost. I wasn't sure I would ever feel right again.
- S:** How do you feel now?
- B:** Much better. From this trip I have learned so much. I only lost my arm. Some of the people here have lost their entire family. Everyone is gone. I can't imagine what that would be like for them. It's so hard. My family has been everything to me. Through their support and love they have helped me to get through losing my arm. So, I am trying to show love and support to the people of the community here. Sometimes, it's as simple as listening to a story they want to share about a family member. Other times, it is just holding someone's hand.
- S:** Has that helped them?
- B:** I think so, but I don't know for sure. There was this little boy who is alone and doesn't smile. I have been watching him for a while. Yesterday I wanted to make him smile. I found some of the **surfboards** that were lying around and I taught him to **paddle**. At first he would not go into the ocean, but then he did and he began to ride waves. He smiled after a while. When I saw that smile, I realized that for the first time since the accident, I was also really happy. Teaching this little boy something that I loved made me really happy.

S:	It looks like this trip has been very helpful for you at an emotional level.
B:	Yes, through helping others I'm feeling happy again.
S:	Excellent. Now, help me pass out this water to the people living in tents over there.

This is an imaginary conversation based on:

*Happy*. Directed by Roko Belic, Cinedigm, 2011.

*Soul Surfer*. Directed by Sean McNamara, Enticing Entertainment, FilmDistrict, and TriStar Pictures, 2011.



## Conversation Questions: Choose a Few to Talk About

1. What happened to Bethany that caused her to be depressed?
2. What did Bethany learn that helped her feel happy?
3. Have you ever had to overcome something very traumatic? How did you rediscover happiness?
4. Would you have gone to help the community in Thailand?
5. Is there a community that needs your help nearby? How might you help them?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outline for Skits, Interviews, and Role-Plays”.

- Prepare chairs in front of the meeting room for the Interviewer, Dr. Lyubomisky, Dr. Burns, and Dr. Diener.

## Useful Vocabulary and Expressions

Depression	A state of feeling sad
Documentary	A movie or television program that tells the facts about actual people and events
Social standing	Your position in society based on your job and family background
Genetic	Of, relating to, or involving genes
Gratitude	A feeling of appreciation or thanks

<b>Dopamine</b>	Controls the brain's reward and pleasure centers
<b>Collaborate</b>	To work with another person or group in order to achieve or do something
<b>To hit the theaters</b>	To start playing at a movie theater
<b>Stay fresh</b>	To stay new and interesting
<b>Journal</b>	A notebook where you write your thoughts and ideas

## The Characters

Interviewer (I)	Dr. Lyubomisky (L)	Dr. Burns (B)	Dr. Diener (D)
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<b>I:</b>	We're all searching for happiness. After studying <b>depression</b> for centuries, scientists have just started taking the study of happiness seriously. Several years ago, a <b>documentary</b> called <i>Happy</i> <b>hit the theaters</b> and explained what we know so far about how to be happy. Joining us today are some of the scientists who shared their research in the movie. Welcome, Drs. Lyubomisky, Burns, and Diener. In the movie <i>Happy</i> , it is stated that we can cultivate happiness in our lives. Let's start with the question: What advice would you give others to build happiness in their lives?
<b>L:</b>	I think it's important to note that your <b>social standing</b> , your job, and how much money you make only account for ten percent of your happiness. Fifty percent is <b>genetic</b> . There's a gap of forty percent that is unaccounted for, and we are researching that gap now. What we have seen so far is that something as simple as keeping a weekly <b>gratitude journal</b> can make you happier.
<b>B:</b>	My research shows that in addition to writing down what you are grateful for, physical exercise is very important. Our bodies release a chemical called <b>dopamine</b> in the brain, which causes us to feel happy. When we exercise, we release a lot of <b>dopamine</b> and this sustains a feeling of happiness.
<b>L:</b>	Great point, Dr. Burns. I would like to add that when you exercise you should do something slightly different every day. Walk up the stairs rather than take the elevator, go to the pool rather than run. This change helps the activity <b>stay fresh</b> and interesting for the mind and body.

I:	Dr. Diener, what does your research show?
D:	I would add the importance of community. My research shows that people are happiest when they are surrounded by a community of supportive family or friends. Humans are meant to work together. When we do something <b>collaboratively</b> , <b>dopamine</b> is released in the brain. One of the ways that you can stay happy is to volunteer to do something for the community with a group of family or friends. When you do things for others, you will feel good.
I:	Some people do things for others and they expect something in return. Is this the same thing?
D:	No, this is not the same idea because if the others do not appreciate what you have done, what happens? You get upset. What I am talking about is doing things for others for the sake of doing something positive, not to expect a reward. Do it purely to be nice to another person.
I:	Thank you for listening to our interview today! Let's summarize all the things we can do to be happier. 1) Keep a <b>journal</b> of the things that we feel grateful for. 2) Do a variety of exercises every week. 3) Volunteer to help others with your friends and family. So, what are you waiting for? Bring on more happiness!

Adapted from:

*Happy*. Directed by Roko Belic, Cinedigm, 2011.



## Conversation Questions: Choose a Few to Talk About

1. What do you do to feel happy?
2. Have you tried any of the recommendations the happiness experts discussed? If so, which ones?
3. Which of the recommendations the scientists discussed are you most likely to try?
4. Which are you the least likely to try?
5. In your experience, what do you do that makes you happy?

## Giving First Aid



**Preparation:** The Leader must read this meeting activity and prepare for it.

At the beginning of the meeting, the Leader says:

*Today we will talk about what to do when there is an accident. Let's review the vocabulary we will need.*

## Useful Vocabulary and Expressions

<b>Injury</b>	Harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition
<b>Blood</b>	The red liquid that flows through the bodies of people and animals
<b>To bleed</b>	To lose or release blood because of a cut, injury
<b>To scream</b>	To suddenly cry out in a loud and high voice because of pain, surprise
<b>To breathe</b>	To move air into and out of your lungs; to inhale and exhale
<b>Bone</b>	Any one of the hard pieces that form the frame (called a skeleton) inside a person's or animal's body
<b>To sweat</b>	To produce a clear liquid from your skin when you are hot or nervous
<b>Cloth</b>	Material that is made by weaving together threads of cotton, wool, or nylon and that is used to make clothes, sheets
<b>To hurt</b>	To feel or show emotional and/or physical pain
<b>Pale</b>	Light in color
<b>Pulse</b>	The regular movement of blood through your body that is caused by the beating of your heart and that can be felt by touching certain parts of your body—usually at the wrist or side of neck
<b>Damp</b>	Somewhat or slightly wet
<b>To apply</b>	To put or spread something on a surface, a part of the body
<b>Pressure</b>	The weight or force that is produced when something presses or pushes against something else
<b>To soak</b>	To put something in a liquid for a period of time
<b>To bend</b>	To use force to cause something, such as a wire or pipe, to become curved



<b>Waist</b>	The middle part of your body between the hips and chest or upper back that is usually narrower than the areas above and below it
<b>Palm</b>	The inside part of the hand between the wrist and the fingers
<b>Fist</b>	The hand with its fingers bent down into the palm
<b>Belly</b>	A person's stomach or the part of the body that contains the stomach
<b>Ribs</b>	Curved bones of the chest that connect to the spine
<b>Tight</b>	Difficult to move; fastened, attached, or held in a position that is not easy to move
<b>To sip</b>	To drink [a liquid] slowly by taking only small amounts into your mouth
<b>To loosen</b>	To make something less tight or firm; to make something loose or looser

*Let me tell you a story. Imagine a bus coming down the street. You see it passing through the intersection. Suddenly a truck comes and hits the bus. This is a big accident. Eight passengers are hurt. Who will volunteer to read the injuries of Passenger 1? 2? 3? etc.*

Members can each read one of the passengers.

1. Male Passenger. He has a lot of **blood** coming from his head.
2. Female Passenger. She can't **breathe**. She has peanuts in her hand. Something is stuck in her throat.
3. Child Passenger. This child is **screaming**. Her leg is **bleeding**, and you see the **bone** is broken.
4. Male Passenger. He holds his chest, and he is **breathing** very hard. He is **sweating** a lot, and he says, "My chest **hurts**. There is so much pain."
5. Female Passenger. She is unconscious. She has many broken **bones**.
6. Female Passenger. She is unconscious. Her skin is wet and **pale**. She is weak, and she has a rapid **pulse**. No one sees any **injuries**.
7. Child Passenger. She has a big cut on her arm. There is a lot of **blood**.
8. Male Passenger. He is in shock. He is weak and confused. His skin is cold and **damp**, and he has a rapid **pulse**.



*How can we help each passenger? Who should we help first?* The Leader asks Members (one large group or small groups) to talk about the **injuries**. Members must decide how to help each passenger. The Leader gives Members approximately twenty minutes to talk about the passengers. When the time's up, the Leader asks Members to share their ideas for helping each passenger.

When all the passengers are talked about, the Leader tells Members to look in the *Handbook*. The Leader asks Members to read about each treatment.

## Giving First Aid

Accidents happen in our communities. It is helpful to know what to do to prevent an accident from happening; but, if it happens, knowing how to assist people who may have been injured may save a community member's life. Use this activity to find out how much you know about first aid and what you still need to learn.

1. Male Passenger. He has a lot of **blood** coming from his head.
  - a. If possible, wash hands before beginning.
  - b. Find a big piece of clean **cloth** (a woman's slip, skirt, or head wrap).
  - c. Use the clean **cloth** to **apply** direct **pressure** on the cut.
  - d. If **blood** soaks the **cloth**, don't remove it—put on more **cloth** and continue to **apply pressure**.
  - e. **Apply pressure** until the **bleeding** stops.
  - f. Wash hands after giving first aid.
  
2. Female Passenger. She can't **breathe**. She has peanuts in her hand. Something is stuck in her throat.
  - a. **Bend** her over at the **waist**.
  - b. Use the **palm** of your hand and hit the middle of her back five times.
  - c. If this doesn't work, stand behind her and put your arms around her **waist**.
  - d. Put your **fist** against her **belly** and below the **ribs**.
  - e. Press into her **belly** with a sudden strong upward push.
  - f. This forces the air from her lungs and opens her throat. Repeat several times.

3. Child Passenger. This child is **screaming**. Her leg is **bleeding**, and you see the **bone** is broken.
  - a. Don't move the child.
  - b. Look for two splints (strong sticks, branches, or cardboard). Get a clean **cloth**.
  - c. Place the two splints on either side of the broken **bone**.
  - d. Tie the **cloth** around the splints so they keep the **bone** from moving.
  - e. Carry the child without moving the **bone**.
  
4. Male Passenger. He holds his chest, and he is **breathing** very hard. He is **sweating** a lot, and he says, "My chest **hurts**. There is so much pain."
  - a. Help him move to a place where he can sit or lie down.
  - b. Make him as comfortable as possible.
  - c. If there is aspirin, give him half of a tablet.
  - d. This may be a heart attack. Get medical help fast.
  
5. Female Passenger. She is unconscious. She has many broken **bones**.
  - a. Get three or four people to help.
  - b. Look for a stretcher, or make a stretcher from branches and **cloth**.
  - c. Put three to four people along the sides of the woman.
  - d. At the same time, lift the woman without **bending** her anywhere.
  - e. One person puts the stretcher under the woman.
  - f. People carefully put the woman onto the stretcher.
  - g. People must be careful not to **bend** the head or neck.
  - h. Get medical help fast.
  
6. Female Passenger. She is unconscious. Her skin is wet and **pale**. She is weak, and she has a rapid **pulse**. No one sees any injuries.
  - a. Lay her with her head lower than her feet and **loosen** her **clothing**.
  - b. Cover her if she is cold.
  - c. Get medical help fast.

7. Child Passenger. She has a big cut on her arm. There is a lot of **blood**.
  - a. Follow the same procedure as for #1 Male Passenger.
  - b. Put the arm above the heart to help slow **bleeding**.
  
8. Male Passenger. He is in shock. He is weak and confused. His skin is cold and **damp**, and he has a rapid **pulse**.
  - a. Loosen his belt and any other **tight clothing**.
  - b. Let him lie down and put his feet higher than his head—a little.
  - c. Cover him with a blanket, if possible.
  - d. If possible, let him **sip** water or another drink—but not alcohol.
  - e. If he has pain, give him aspirin. Keep him calm; reassure him.
  - f. Get medical help quickly.

Adapted from:

Werner, David, Carol Thuman, and Jane Maxwell. *Where There Is No Doctor*. Hesperian Foundation, 2013.



## Conversation Questions: Choose a Few to Talk About

1. Were the recommendations for helping similar to or different from what you suggested in your group? Why?
2. Would you help the individuals from the activity if you saw them in the street? Why or why not?
3. How can all communities benefit from knowing simple first aid?
4. Who can you invite in your community to teach the English Club first aid?



## A Health Crisis National Meeting Role-Play

**Preparation:** The Leader must read this meeting activity and prepare for it.

At the meeting, the Leader says:

*Today we will role-play a national meeting about an imaginary national health crisis. Here is the story:*



Our government has a national health crisis due to the sudden sickness of 200,000 citizens in our country. Fifty people have already died. We are not sure at this time why people are getting sick, but we have \$2,000,000 (million) American dollars to help the sick. We have six government departments that can help. Each department wants money. If the departments get a lot of money, they will have greater power and more money in the future.

*Look at your Member Handbook for the six group roles.*

Read the roles with the Members. Next, ask for volunteers. Put a maximum of five Members in each role. Give the groups time to prepare their roles (approximately ten minutes). Each department must answer these questions:



### Questions for Each Department to Answer

1. How will you help stop the health crisis?
2. How much money from \$2,000,000 American dollars do you want?
3. What will you do with this money?

When the time's up, the Leader says:

*We can begin the National Meeting about the health crisis. I am the chairperson. Each department has five minutes to speak. Tell in detail how you will stop the crisis. Tell us how much money from \$2,000,000 American dollars you want. The Emergency Relief Department decides about how much money to give.*

The Leader gives each department two minutes to speak. Then the Leader says:

*Now we must give the Emergency Relief Department time to make a decision about how they will divide the money.* The Leader gives the Emergency Relief Department five minutes to decide how to divide the money. After five minutes, the Emergency Relief Department announces the five departments and how much money they will give each department. Then, the Emergency Relief Department gives the two-minute broadcast to appeal for help from the international community.

## DEPARTMENTS (GROUP ROLES)

1. **Medical Department** gives medicines, doctors, nurses, and psychological counselors, emergency hospital tents, medical supplies, thermometers, personal protective gear.
2. **Public Health Department** gives sprays to kill mosquitoes, chlorine, clean water, public toilets. The department distributes information to the public about avoiding contamination.
3. **Department of Housing** has tents, sheets, blankets for people who must stay outside their own homes to prevent contamination.
4. **National Food Department** distributes rice and flour, clean water for cooking, simple barbecues with firewood.
5. **National Military** keeps the area safe, protects people from thieves and smugglers who want to steal medicines and sell them on the black market. The military patrols the airport to be sure planes land safely and there is enough petrol for emergency vehicles.
6. **Emergency Relief Department** prepares a radio broadcast for the international community. They ask for money, equipment, medical supplies, and health-care workers to help with the crisis. This broadcast must be exactly two minutes long and include as much information as possible. The goal is to get as many international donations as possible.

At the end of the role-play, Members can choose to talk about some of these questions:



## Conversation Questions: Choose a Few to Talk About

1. What did you think about the role you played? Were you able to imagine the responsibility of the people you represented? Explain.
2. In the role you played, did you try to collaborate with any other group?
3. Did you think some of the groups asked for too much money? Explain.
4. Was it possible to create a coalition with any of the groups? Explain.
5. If you imagine that this role-play is real, how might this event take place in your country—in reality?

When the discussion is finished, the Leader says:

*Next week we will have a guest speaker. We should choose to invite an expert related to our topic. The expert might be a doctor, nurse, first-aid worker, or dietitian. Here are a few ideas for the presentation:*

### *Presentation about Accidents*

- What are the most common accidents?
- How can we prevent accidents?
- What can we do if we have an accident in our home?

### *Presentation about First Aid*

- What are the most common first aid problems?
- What can we keep in our homes for first aid care?
- How can we treat minor injuries with first aid?
- What should we do if we suspect we have HIV/AIDS [SIDA]?

### *Presentation about Children's Accidents and First Aid*

- What should mothers and fathers know about first aid for their children?
- What kinds of first aid products should families have at home?
- What should children know how to do to help with first aid?

### *Presentation about Diseases*

- How do we get malaria or the Zika virus [or another disease that Club Members want to learn about]?
- How can we avoid and/or prevent malaria or the Zika virus [or another disease]?
- What can families do when someone becomes ill with [malaria or the Zika virus]?
- What is HIV/AIDS [SIDA]?
- How can we get HIV/AIDS?
- How can we prevent HIV/AIDS?
- What should we do if we suspect we might have HIV/AIDS?

### *Presentation about Lifestyle Concerns and Behavior that Builds Resilience*

- What is yoga?
- How can yoga help our bodies?
- What is meditation?
- How can meditation benefit a person's brain?
- What is alcoholism? How do people become alcoholics?
- How can someone stop drinking alcohol?
- What can wives do if their husbands are alcoholics?
- What can husbands do if their wives are alcoholics?
- What is drug addiction? How do people become addicted to drugs?
- How can someone stop using drugs?
- What can someone do if his or her loved one is a drug addict?
- Why is exercise important?
- How can we exercise if our days are really busy?
- What are the consequences when someone smokes?
- Is smoking addictive?
- What can families do if someone smokes?
- Why does making art have a positive impact on a person?
- How can we add art into our daily lives?



Remember, these are ideas. The Members may have other interests, or Members may want information about other health issues. Be flexible, be creative.

## Guest Speaker Presentation & Interview



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*.

The English Club invites a guest speaker (doctor, nurse, first-aid worker) to talk about issues and questions about accidents and providing first aid or another important health topic. The guest speaker should give a fifteen- to twenty-minute presentation.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and time-keeper.

### TOPIC: Drugs and Ethics

**PRO**—It is ethical to give experimental drugs to patients in a health crisis.

**CON**—It is unethical to give experimental drugs to patients in a health crisis.

### TOPIC: Health Crisis and Travel

**PRO**—Citizens from countries with a health crisis can travel the world freely.

**CON**—Citizens from countries with a health crisis must not travel outside their country.

**TOPIC: Health Crisis and Traditional Customs**

**PRO**—In a health crisis, medical teams should ignore traditional customs.

**CON**—In a health crisis, medical teams should not ignore traditional customs.

**TOPIC: Smoking in Public**

**PRO**—Smoking should be permitted in public places.

**CON**—Smoking should not be permitted in public places.

**TOPIC: Smoking and Families**

**PRO**—Our government should make it illegal for parents with children to smoke.

**CON**—Our government should not interfere with parents who smoke and have children.

**TOPIC: Drinking and Alcohol**

**PRO**—Bars, pubs, and restaurants should only serve two alcoholic drinks per customer each night.

**CON**—Bars, pubs, and restaurants should serve as many alcoholic drinks as customers want each night.

**TOPIC: Talking about HIV/AIDS [SIDA]**

**PRO**—Doctors should tell all family members if someone in the family has HIV/AIDS.

**CON**—Doctors should not tell family members if someone in the family has HIV/AIDS.

**TOPIC: HIV/AIDS Status**

**PRO**—An individual's HIV/AIDS status should be made public.

**CON**—An individual's HIV/AIDS status should not be made public.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.



## Vision Board

### Group Activities

- Are the people of our community happy?
- How do we support each other's health in our community?
- Do we have community programs and projects to teach first aid or run infectious disease programs?
- Do we make sure the old and young are able to spend time with each other?
- Are we practicing a type of exercise? Yoga? Meditation?

*Your vision board should answer:*

- How should the health of our community look in the next five years?
- What can we do to support our goals?

### Individual Reflection

- Am I happy?
- Do I spend time in nature every day?
- Do I meditate or do yoga or another form of exercise?
- How often do I laugh because I feel joy?
- Is there a volunteer activity I can do in the community?
- How can I spread my joy to my community?

*Your vision board should answer:*

- In the next five years, what would I like my level of happiness to look like?
- Are there things discussed in the happiness interview that I can pursue to bring more happiness to my life?



## GLOBALIZATION



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

We hear a lot about businesses and corporations being globalized, but citizens are also impacted by globalization. Is globalization a positive in our lives or a negative? This section explores the daily impact of different elements of globalization in our lives through a series of skits.

## Food Skit

### Vocabulary and Useful Expressions

<b>Imported</b>	Products brought into a country to be sold
<b>Shipment</b>	A load of goods that are being sent to a customer, store
<b>Convinced</b>	Completely certain or sure about something

### The Characters

Narrator (N)	Helen (H)	Maria (M)
<b>N:</b>	Maria gets up very early and goes shopping at the market. When she is finished, she goes home. At home she sees her neighbor, Helen. They have a conversation.	
<b>H:</b>	Where did you go Maria? I saw you very early this morning.	
<b>M:</b>	I went shopping. My family likes to eat <b>imported</b> frozen fish. The <b>shipment</b> of frozen fish comes every Wednesday morning.	
<b>H:</b>	Where do you find frozen fish?	
<b>M:</b>	They sell frozen fish in special booths at the market or in the frozen food section at the grocery store.	
<b>H:</b>	Why do you buy frozen fish? Why don't you go to the river and buy fresh fish?	
<b>M:</b>	My family doesn't like fresh fish. They prefer frozen fish.	
<b>H:</b>	Fresh fish is good and clean. Fishermen catch it every day.	
<b>M:</b>	I know, but my children won't eat this kind of fish. They say the taste is different, and they don't like it.	
<b>H:</b>	You should encourage them to like the taste.	
<b>M:</b>	I would, but it won't help. They just saw a movie about pollution in the rivers, and they are <b>convinced</b> the paper factory farther upstream is harming the fish.	
<b>H:</b>	Nonsense. Tests are done of the water and it is fine.	
<b>M:</b>	I know, but they are <b>convinced</b> .	



## Conversation Questions: Choose a Few to Talk About

1. Should people eat local foods or imported foods? Explain.
2. Why do some people prefer imported food and not local food? What do you prefer?
3. Should Maria force her children to eat local fish? Why or why not?
4. Should people eat traditional foods or foreign foods? Explain.
5. If the children believe the water is polluted, what can Maria do to prove it is or is not?
6. How does our community ensure our water is safe for drinking and fishing?

## Fashion for Women & Men



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays”.

## Useful Vocabulary and Expressions

<b>Beautiful</b>	Having beauty
<b>Fashionable</b>	Currently popular
<b>Wise</b>	Having or showing wisdom or knowledge usually from learning or experiencing many things
<b>To bother</b>	To cause someone to feel troubled, worried, or concerned
<b>Collar</b>	A part of a piece of clothing that fits around a person's neck and is usually folded down
<b>A bit</b>	A small piece of something
<b>Sexy</b>	Sexually appealing, attractive, or exciting

## The Characters

Narrator (N)	Carol (C)	Bernadette (B)	Zhenya (Z)	Hakim (H)
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### Skit 1

N:	Carol and Bernadette are friends. They work in the same company, and on weekends they go shopping. Today they are shopping.
C:	I want to buy a miniskirt. Can you help me find a <b>beautiful</b> one?
B:	Yes, of course. But I don't know why you want a miniskirt. I like long skirts.
C:	I like miniskirts because they are <b>fashionable</b> today.
B:	Do you think it is <b>wise</b> to wear a miniskirt? What will the men think at work?
C:	I don't care what men think. I enjoy wearing miniskirts. I look <b>beautiful</b> in a miniskirt, and I feel a <b>bit</b> sexy too!
B:	Sexy? Why do you want to look sexy at work?
C:	Don't you see the way Zhenya looks at me? I think he likes me, and I want to impress him.
B:	Well, if you want to look sexy, you will have problems with men. Don't ask me to help you when they start to <b>bother</b> you.

### Skit 2

N:	Zhenya and Hakim are friends. They work in the same company, and on weekends they go shopping. Today they are shopping.
Z:	I want to buy a nice shirt. I want a shirt that fits me well, with a deep, open <b>collar</b> . I want a nice sexy pair of pants. Can you help me find these things?
H:	Yes, of course. But, I don't know why you want <b>sexy</b> pants and an open-collared shirt. I like the traditional pants and shirt.
Z:	I like <b>sexy</b> clothes because they are <b>fashionable</b> today.
H:	Do you think it is <b>wise</b> to wear <b>sexy</b> clothes? What will the women think at work?



- Z:** I don't care what women think. I enjoy wearing **sexy** clothes. I look handsome in them, and I feel **a bit sexy** too.
- H:** **Sexy?** Why do you want to look **sexy** at work?
- Z:** Don't you see the way Carol looks at me? I think she likes me, and I want to impress her.
- H:** Well, if you want to look **sexy**, you will have problems with women. Don't ask me to help you when they start to **bother** you.

After the skits, the Leader checks for understanding and the Members talk about the skits. They can choose some of the questions here to begin their conversations.



## Conversation Questions: Choose a Few to Talk About

1. Is there a difference between Carol's fashion style and Zhenya's? Explain.
2. Is it acceptable for women to wear miniskirts in your country? What about your region? What about at work?
3. Is it acceptable for men to wear open-collared shirts and sexy pants in your country? What about at work?
4. What kind of fashion do you prefer? Explain.
5. If your son, husband, or boyfriend wanted to dress like Zhenya, what advice would you give him?
6. If your daughter, wife, or girlfriend wanted to dress like Carol, what advice would you give her?
7. What kind of clothes do you like to wear, and why do you like to wear them?
8. Should we wear traditional clothes? Explain.

## Behaving Like an American Skit



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Useful Vocabulary and Expressions

Pub	A building or room especially in Britain or Ireland where alcoholic drinks and often food are served
To behave like	To act like
To dress	To put on clothes
To adopt	To choose to follow; to accept

### The Characters

Narrator (N)	Yakov (Y)	Pyotr (P)
N:	Yakov and Pyotr are friends. They are in a <b>pub</b> , talking and drinking beer.	
Y:	Do you know my friend Sasha?	
P:	Yes, I see you talking with Sasha at school sometimes. Did he go to the United States a few years ago?	
Y:	No, he has never been to the U.S.A.	
P:	Are you sure? He <b>behaves like</b> an American.	
Y:	Yes, he gives everyone the impression that he lived in the U.S.A., but he never went there. He talks like an American. He walks like an American, and he <b>dresses like</b> an American. But he has never been to the U.S.A.	
P:	Do you think it is good for him to <b>behave like</b> an American?	
Y:	I don't know. What do you think?	
P:	I'm not sure. Are there reasons why he wants to <b>behave like</b> an American?	

- Y:** I don't know. Why does he want to give up his Russian culture? That's my question. What's wrong with being Russian?
- P:** I'm proud to be Russian. I know we are living at a time when it is easy to **adopt** different cultures, but I don't think we should give up our culture.

The Leader checks for understanding. The Members choose questions to talk about.



## Conversation Questions: Choose a Few to Talk About

1. Is it acceptable to adopt a new culture? Explain.
2. What are the advantages and disadvantages of adopting a new culture?
3. If Sasha was your friend, what advice would you give him?
4. If you have a sister or brother like Sasha, what advice would you give her or him?
5. How would you answer Pyotr's and Yakov's questions? What would you say to them?
6. What questions does this skit raise for you?



## Debate Topics

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

### TOPIC: Traditional Values

**PRO**—Our traditional values should be maintained.

**CON**—Our traditional values should change as society changes.

### TOPIC: Clothing

**PRO**—Workers should dress conservatively at work.

**CON**—Workers should dress in what they would like to wear at work, not conservatively.

**TOPIC: Traditional Ways**

**PRO**—Members of the community  
should act in a traditional way.

**CON**—Members of the community  
should not act in a traditional way.  
They should be free to act as they  
like.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.

## THE REFUGEE CRISIS



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

According to the Office of the United Nations High Commissioner for Refugees (UNHCR), there are 65.3 million people who have been forcibly displaced around the world. Fifty-three percent of worldwide refugees come from Syria, Afghanistan, and Somalia; however, there are refugees from many other worldwide conflicts. Most of the refugee population is sheltered in the Middle East and Africa. Europe shelters six percent of worldwide refugees.

The number of refugees seeking asylum and shelter outnumbers the quota that many countries are willing to accept. This has created a demand for human smugglers who are willing to take refugees on very dangerous journeys to pursue what the refugees believe will be a safer life.

This section explores a firsthand account of why refugees might risk their lives for the hope that they might make it to a “safe” country, even though they know the journey might end in death. Then, an expert on refugee resettlement gives ideas on new ways of welcoming refugees that would benefit all.

Reference:

UNHCR. “Figures at a Glance.” [www.unhcr.org/figures-at-a-glance.html](http://www.unhcr.org/figures-at-a-glance.html). Accessed 25 Feb. 2017.

## A Skit

### Useful Vocabulary and Expressions

To be engaged to be married to someone	To have a fiancé(e)
To struggle to make a living	To have a hard time making enough money to live
Motorcycle	An automotive vehicle with two wheels
Kidnap	To take someone somewhere against his or her will and ask his or her family or business for money for his or her return
Refugee(s)	People who have been forced to leave their homeland because of danger or persecution
Human smugglers	People who are paid to illegally take other people from one country to another
Mediterranean	A sea bordering Europe and North Africa
To cross	To go from one area to another
Insults	Angry or mean words that someone says to hurt or embarrass someone
Sink (Sank)	To go downward under the water
Boat	A small vessel that sits on top of the water
Swim (Swam)	To use your arms or legs to move you through the water

To be pulled under	To be pushed under something
Life ring	An object in the shape of a ring that floats on top of the water and is used to save people
To float	To rest on top of the water
Life vest	A vest you wear in water to help you float on top of the water
Flotation device	A floating device that is designed to save people from drowning
Lap	The front part of the lower trunk and thighs of a seated person
Sunrise	The sun appearing above the horizon at the beginning of the day; dawn
To keep their spirits up	To stay happy; to stay positive
Hypothermia	A state when the body is too cold and begins to stop working
Architecture	The art or science of designing buildings
Drown	To die by being underwater too long and unable to breathe
Ship	A large boat
To rescue	To free from danger
Trauma	An event or experience that severely harms the body and/or the mind
Helicopter	An aircraft whose lift is caused by one or two blades that rotate and lift it into the sky
To take in	To provide shelter or housing for someone
Prestigious	Highly respected or esteemed

## The Characters

Narrator 1 (N1)	Narrator 2 (N2)	Doaa Al Zamel (D)	Bassam (B)	Man (M)	Woman (W)
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N1:	Doaa and Bassam were Syrian <b>refugees engaged to be married</b> in Egypt, but they were <b>struggling to make a living</b> . One day, a group of men on <b>motorcycles</b> tried to <b>kidnap</b> Doaa. After that, she did not feel safe. They could not return to Syria. Bassam paid \$5,000 American dollars to <b>human smugglers</b> for them to go to Europe.
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N2:	With 500 other <b>refugees</b> , Doaa and Bassam tried to <b>cross</b> the <b>Mediterranean</b> . On their second day <b>crossing</b> , <b>human smugglers</b> in a small <b>boat</b> found them and screamed <b>insults</b> at the <b>refugees</b> . They said, “You will become food for fish.” The small <b>boat</b> hit the <b>boat</b> with the 500 <b>refugees</b> until there was a hole in it. Doaa and Bassam held onto the side of the <b>sinking boat</b> .
B:	Doaa, you must let go of the <b>boat</b> .
D:	Bassam, I cannot. I cannot <b>swim</b> .
B:	Let go of the <b>boat</b> , or when it <b>sinks</b> , you will be <b>pulled under</b> with it.
N1:	Bassam and Doaa let go of the <b>boat</b> and <b>swam</b> away as best they could.
B:	Doaa, get in this <b>life ring</b> . Sit in it like a chair so that you will <b>float</b> . I am a good swimmer. I will stay in the water.
D:	Thank you, Bassam. Look there are others. Let’s go close to them. It is safer to be with others.
N2:	They <b>swam</b> to a group of 100 other people and sang and prayed. There were <b>refugees</b> from many countries and faiths struggling for their lives in the water. The first day passed. People began to give up hope. They took their <b>life vests</b> off and <b>sank</b> into the water. A man holding a <b>flotation device</b> and a baby <b>swam</b> over to them.
M:	Please. Please, help me. This is Malek, my granddaughter. I feel too weak and cold to continue. I will not make it. Please take her. She is only eight months old.
D:	Give her to me. I will protect her and keep her on my <b>lap</b> on the <b>life ring</b> .
B:	Stay strong for your granddaughter. Do not give up.
N1:	The man stayed near Doaa and Bassam. During the night, they could no longer see him. They softly sang to <b>keep their spirits up</b> and comfort Malek. When the <b>sun rose</b> on their second day in the <b>Mediterranean Sea</b> , Bassam and Doaa looked for the man. He was gone. Doaa noticed that Bassam’s lips were turning blue and he was shaking. The water had taken the warmth from Bassam’s body, and he was <b>suffering</b> from <b>hypothermia</b> .
D:	My love, please hold on. You can make it. We will make it, and we will move to Europe. I will study <b>architecture</b> , and you will follow your dream to be a doctor.
B:	I am sorry. I should not have suggested that we leave.



- D:** I wanted it too. There was no schooling or work in the camp. There was no future, no hope. Hold on to hope. We can still make it.
- B:** My love, you will make it. I love you more than I have loved anyone else in my life. I am sorry.
- D:** Bassam! No!
- N2:** Bassam went under the water and died. Later in the afternoon, a woman holding an eighteen-month-old baby **swam** over to Doaa.
- W:** Please take this child. This is Massa. Her sister just **drowned**. I know that I will not survive this day. Take my child, please.
- D:** I will take Massa and do what I can to protect her.
- N1:** On the fourth day, Doaa saw a **ship**. They helped her and the children onto the **ship**. Malek smiled as she was **rescued**, but her little body could not take the **trauma** from four days at sea and she died on the **ship**. A Greek **helicopter** came and took Doaa and Massa to the island of Crete, where they recovered. Massa went to live with her aunt and uncle in Sweden. After she was released from the hospital, Doaa was **taken in** and cared for by an Egyptian family. In 2015, the Academy of Athens gave Doaa one of their most **prestigious** awards for bravery.

Skit based on:

Fleming, Melissa. "A Boat Carrying 500 Refugees Sunk at Sea: The Story of Two Survivors."

*TEDxThessaloniki*, May 2015, [www.ted.com/talks/melissa\\_fleming\\_a\\_boat\\_carrying\\_500\\_refugees\\_sunk\\_at\\_sea\\_the\\_story\\_of\\_two\\_survivors#t-760415](http://www.ted.com/talks/melissa_fleming_a_boat_carrying_500_refugees_sunk_at_sea_the_story_of_two_survivors#t-760415).

Accessed 1 Jan. 2017.

Fleming, Melissa. "The Death Boats: A Survivor's Tale." *UNHCR TRACKS*, 30 June 2015, [tracks.unhcr.org/2015/06/the-death-boats-a-survivors-tale/](http://tracks.unhcr.org/2015/06/the-death-boats-a-survivors-tale/). Accessed 4 Jan. 2017.

Smith-Spark, Laura. "Mediterranean Migrant Deaths Reach Record Level in 2016." *CNN*, 26 Oct. 2016, [edition.cnn.com/2016/10/26/world/mediterranean-refugees-2016-record-migrant-deaths/](http://edition.cnn.com/2016/10/26/world/mediterranean-refugees-2016-record-migrant-deaths/). Accessed 4 Jan. 2017.





## Conversation Questions: Choose a Few to Talk About

1. What do you think about Doaa?
2. What do you think about Bassam?
3. Do you think Doaa is brave? Why or why not?
4. How would you react if your mother, father, brother, sister, child, or friend wanted to use a human smuggler to go to another country?
5. Would you support him or her? Why or why not?
6. Doaa's biggest dream was to study in a university. Do you have a dream that you would be willing to risk your life for?
7. Do you think that there is something that you and your community can do to help people who are refugees?

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

- Prepare four chairs in the front of the meeting room, one for each character in the interview.

## Useful Vocabulary and Expressions

Refugee crisis	A problem when there are too many refugees in an area and the services are overwhelmed
Treaty	An official agreement that is made between two or more states or groups
Photographer	A person who takes photographs as a job
Smuggle	To move someone or something from one country into another illegally and secretly
Asylum	Protection given by a government to a person who has left another country in order to escape being harmed
Death threat	When a person or group threatens to kill another person

<b>Slavery</b>	The practice of someone being owned by another person and being forced to work for that person without pay
<b>Passport</b>	An official document issued by the government of a country that identifies someone as a citizen of that country. This document is usually necessary when entering or leaving a country
<b>Ethnicity</b>	Of or relating to races or large groups of people who have the same customs, religion, origin, language
<b>Interrupt</b>	To suddenly stop something from happening for a time
<b>Encampment</b>	A place with temporary shelter, often tents or huts
<b>Urban</b>	Of or relating to cities and the people who live in them
<b>Living situation</b>	The living options available to you
<b>Resettled</b>	To begin to live in a new area after leaving an old one; to settle again
<b>U.N.</b>	United Nations
<b>Coworkers</b>	People who you work with
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>Policies</b>	An officially accepted set of rules or ideas about what should be done
<b>Shelter</b>	A structure that covers or protects people or things; a tent or building
<b>Emergency stage</b>	A level in disaster management when people's lives are still at risk
<b>Host community</b>	A group of people who are providing help to refugees
<b>Asset</b>	Something or someone useful or valuable
<b>Realistic</b>	Based on what is real rather than on what is wanted or hoped for; sensible and appropriate
<b>Rank</b>	To place someone or something in a particular position among a group of people or things that are being judged according to quality, ability, size
<b>Construction</b>	The business of building things (such as houses or roads)
<b>Nurse</b>	A person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
<b>Laborer</b>	A person who does hard physical work for money
<b>Suit their needs</b>	To provide something needed
<b>Issue an invitation</b>	To invite someone to do something

## The Characters

Interviewer 1 Iryna (I1)	Interviewer 2 Anna (I2)	Alexander Betts (AB)	Barat Ali Batoor (BAB)
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I1:	I'm Iryna.
I2:	And, I'm Anna.
I1:	Today we are joined by Professor Alexander Betts, who is the director of the Refugee Studies Centre at the University of Oxford, and Mr. Barat Ali Batoor, an award-winning <b>photographer</b> , to discuss the <b>refugee crisis</b> around the world.
I2:	Professor Betts is working at the University of Oxford to help the international community respond to the worldwide <b>refugee crisis</b> . He believes our response is not enough. Professor, could you tell us a little more?
AB:	Many countries have signed <b>treaties</b> that state we have to welcome refugees into our countries and help them. However, very few help. Something must be done.
I1:	Thank you, professor. Mr. Barat Ali Batoor? Could you tell us a little about your work?
BAB:	Yes, thank you. I'm a professional <b>photographer</b> . I used to work in Afghanistan. My most famous works are photographic essays. One is called "Dancing Boys," which was published in <i>The Washington Post</i> . The other essay portrays my journey as a refugee being <b>smuggled</b> from Pakistan to Australia. I think it is important to show why <b>asylum</b> seekers would risk their lives. I believe in the power of art to tell our stories.
I1:	What made you flee Pakistan as a refugee?
BAB:	I received <b>death threats</b> in Afghanistan after I published my photo essay about the <b>slavery</b> of young Afghan boys in "Dancing Boys." I moved to Quetta, Pakistan, where I was born, but things have changed. I am <b>ethnically</b> Hazara. In Quetta, there were attacks on my people and several of my friends were killed. I might be next. Even though I was a journalist and had many connections, there was very little I could do to move to any of the neighboring countries and live safely because my <b>passport</b> is from Afghanistan. This is why I contacted <b>human smugglers</b> .

AB:	If I might <b>interrupt</b> . We currently give refugees very few choices, even for someone as well connected as Mr. Barat Ali Batoor. As we just heard, he didn't get the help he needed. For most refugees, there are few choices. One common choice is <b>encampment</b> , where they are forced to live in camps, which can be far away from <b>urban</b> centers so it is difficult to find work. Another choice is a dangerous journey with the help of <b>human smugglers</b> .
I2:	But, I have heard that many refugees have been nicely <b>resettled</b> and provided for by different countries. That differs from what you are saying.
AB:	About one percent of refugees have the experience you've just mentioned. Most do not. Let's look at it this way: If refugees believed their <b>living situation</b> would provide for their families, why would they risk death to get to another country?
II:	That's a good point and leads us back to Mr. Barat Ali Batoor. You were in that boat with others who, like you, paid around \$14,000 American dollars to be taken to Australia. You could have booked ten flights for the price you paid. Why did you go through a human <b>smuggler</b> ? What was your journey like?
BAB:	Again, I have a <b>passport</b> from Afghanistan. There are not many countries that will accept young male refugee seekers from Afghanistan. I didn't have many options.
I2:	But, you have worked for the U.N. in Afghanistan!
BAB:	I was too shy to tell my story to my <b>coworkers</b> . My life was in danger, but people have such bad ideas about refugees. They believe that we are not worth anything. I was embarrassed to ask for help.
II:	Was there a moment when you were scared?
BAB:	Of course. At one point, the boat was full of water and the waves were very big. We turned back to Indonesia, but everyone had given up hope. I took pictures because I believed if someone found them our story could still be told. The world would see that refugees are good people who need a safe place to live and prosper.
I2:	How did you get <b>asylum</b> ?

BAB:	Back in Indonesia, I contacted UNHCR to plead my case. Luckily, people heard about what happened to me and the process went quickly. Because I'm a journalist, I am in that one percent Professor Betts mentioned. My friends who died on the first boat—who knows how long the UNHCR process would have taken for them and if they would have been successful. This is why we need to change our systems and listen to what Professor Betts has to say.
I1:	Thank you, Mr. Barat Ali Batoor. Professor, could you tell us how we might change this situation?
AB:	I believe that people care and want to help, but I think that our immigration <b>policies</b> , created over fifty years ago, have to be changed. There are four major ideas that could easily benefit refugees and the countries <b>sheltering</b> them.
I2:	Unfortunately, we don't have time to discuss all four ideas, but would you share two?
AB:	The first idea is what I call "Enabling Environments." This means that once the refugees move past the <b>emergency stage</b> , they are given the right to work, classes, access to finance, and the ability to move around the country.
I1:	Won't this be a problem for the population of the host country?
AB:	No, it will not. Uganda is a great example of this change working powerfully for both the refugees and the <b>host community</b> . In Kampala, the capital, my research team from Oxford found that twenty-one percent of refugees created businesses that successfully employed people from the host country. Refugees created jobs for the local community. When they are allowed, they can be a powerful <b>asset</b> to the host country.
I1:	What an incredible example! Is this <b>realistic</b> for most countries?
AB:	Most countries do not open up to refugees like Uganda. In my 2016 TED Talk, "Our Refugee System Is Failing: Here's How We Can Fix It," I discuss a second idea. Most countries would probably be far more willing to use this idea.
I2:	Please tell us your second idea.

- AB:** My second idea is based on a series of matching. Refugees would submit a skill list and where they would like to go into a matching program run by the U.N. At the same time, countries submit a **ranking** of the types of labor they need. For example, there may be a shortage of **nurses** and **construction laborers** in the United States. The U.S. would receive a list of the refugees who have **nursing** or **construction** experience and language knowledge. The U.S. could then pick the refugees that best **suit their needs** and issue an **invitation** and visa. This benefits everyone. The refugees are providing service to their **host community**, and they are learning new skills that they can take back to rebuild their community and country once the conflict has ended. The **host community** also benefits because it has access to the labor it needs.
- I1:** That seems like a reasonable suggestion. How could a matching program manage this?
- AB:** Actually, it would be quite easy to create a computer-based matching program. We already have them, if you think of the dating websites that are being used worldwide. With a few changes, they could be altered to match refugees with countries.
- I2:** Mr. Barat Ali Batoor and Mr. Alexander Betts, thank you for sharing your wisdom and experiences. We have learned a lot today.

This interview is based on the following resources:

Betts, Alexander. "Our Refugee System Is Failing: Here's How We Can Fix It." *TED Talks*, 3

Mar. 2016, [www.ted.com/playlists/294/refugees\\_welcome](http://www.ted.com/playlists/294/refugees_welcome). Accessed 15 Jan. 2017.

Mackenzie, Michael. "Boats and Afghan Dancing Boys: Behind the Lens of Photographer Barat

Ali Batoor." *RN Afternoons*, 26 May 2016, [www.abc.net.au/radionational/programs/rnafternoons/barat-ali-batoor-asylum-seeking-dancingboys-of-afghanistan/7459174](http://www.abc.net.au/radionational/programs/rnafternoons/barat-ali-batoor-asylum-seeking-dancingboys-of-afghanistan/7459174).

Accessed 10 Jan. 2017.



## Conversation Questions: Choose a Few to Talk About

1. What were the ideas Professor Betts suggested to help settle refugees?
2. What do you think about the ideas? Could they work in your country?
3. What do you think about Barat Ali Batoor's story?

4. Would you be able to do what Barat Ali Batoor did—leave your home country? Why or why not?
5. Do you have refugees in your community? If so, how has your community helped them?
6. If not, how might your community help them?
7. Think of some famous refugees. What did they do that made them famous? How did they prosper in their new communities?



## Pre-Action Plan: Brainstorming

What could we do to help? Let's brainstorm.

Next, ask the Members to brainstorm some solutions they would like the English Club to try to help refugees.

## Action Plan

What actions can we take to help refugees? Create a specific plan with your Leader.

After brainstorming, ask the Members to create an action plan using the downloadable action plan from [www.americanenglish.state.gov](http://www.americanenglish.state.gov).

Some actions may include:

- Writing a letter to the Ministry of Tourism or the Ministry of Defense.
- Writing an editorial for the local newspaper to express their view about this topic.
- Calling the local radio station to express their opinion about this topic.

Remember that there may be other ideas that the Members have and would like to do. Organize a group to follow up and give a report on what they did at the next meeting.





## Making Choices Activity

**Preparation:** The Leader must read and prepare this meeting activity before the meeting.

At the meeting, the Leader says:

- *Welcome. Today we will work in small groups. Each group will be a committee for UNHCR (United Nations High Commissioner for Refugees). The committee has a problem. UNHCR has a plane to take refugees for asylum to Europe. The plane has only four places. We have eleven refugees in line. We must decide which refugees can go on the plane. Your group, the committee, must agree unanimously on the four people. The refugees must be of strong body and mind. They must be able and willing to work or study in their host country. Special advantage will be given to those who will return to rebuild their country after the conflict has ended. Men or women involved in organizing or orchestrating the conflict should not be given a seat on the plane.*
- *Any questions?* Give Members time to ask questions. Then say:
- *Can someone volunteer to read the description of each of the refugees?*

**Student, 20 years old.** He has a university diploma, and he was a political prisoner. He wants to return to his country when the situation is stable again.

**Engineer, 55 years old.** He constructed many beautiful buildings in his country. He may be sick. He has a fever. His mother is with him. He will not go unless his mother goes too.

**Mother, 80 years old.** She was a teacher for fifty years, and she is very intelligent. She speaks three national languages. One language is spoken in only ten villages. She knows a lot about the history and culture of her country. She is not happy to leave her country.

**Young mother, 30 years old.** She has two children. She will not go unless they go too. She is very dirty, and she cries all the time. She needs help with feeding her children. Sometimes she hits them.

**Son, 5 years old.** He is very quiet and looks very sad. He holds his mother's dress and will not go anywhere without her. He refuses to eat.

**Daughter, 7 years old.** She is happy and talks a lot. She is curious and interested in what she sees. She asks a lot of questions. She tries to repeat the English words that she hears. She watches her mother and her brother and tries to take care of them.

**Government Minister, 45 years old.** He was very famous in national politics and very rich. When the other refugees see him, they are afraid. Many military generals are his friends. He wants to return to his country when the situation is stable.

**Activist, 24 years old.** She graduated from university with a specialty in government policy and law. She is a peace activist and organizes non-violent demonstrations against the government. She was arrested during an anti-government protest on environmental protection. She was charged with terrorism. She is a political prisoner. She wants to return to her country to help rebuild it.

**Businesswoman, 42 years old.** She travels to China and returns with merchandise to sell in the markets. She is very rich. She will not return to her country even if it becomes stable again.

**Musician, 30 years old.** He is very famous in his country for his political songs. He is very intelligent and has many girlfriends. He is a drug addict.

**Artist, 37 years old.** She is a world-famous artist. She is a member of the opposition political party. She is a feminist and interested in gender issues. She will return to her country as soon as possible.



- *Any questions? Please make small groups and give each group member a small group role.* Give Members time to assign the roles. Then say:
- *You have twenty minutes to make your decision. The decision must be unanimous.* The Leader visits each small group. When the time's up, the Leader calls the small groups back to the meeting.
- *Please share your decisions with us.* The Leader or a volunteer must write down the decisions for each group. Then the Leader says:
- *Now, let us imagine I am the High Commissioner. I will make the final selection.* Using the decisions from the small groups, the Leader chooses the top four refugees and announces the selection to the Members. Then Members talk about this activity using the conversation questions.



## Conversation Questions: Choose a Few to Talk About

1. Was it easy or difficult to choose the four refugees? What made it easy—or difficult?
2. What was the biggest concern for you in the decisions?
3. Were the group members easy to persuade?
4. How did the group make decisions? Was there a leader in this decision-making process?
5. Say more about how the group made decisions.



When the discussion has finished, the Leader should ask the Members to choose an expert they would like to invite for a discussion about refugees. Brainstorm a topic the group would like the expert to discuss. Here are some ideas:

- Trafficked persons
- Sexual slavery
- Border guards
- Immigration policies

## Guest Speaker Presentation & Interview



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



## Debate Topics

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the beginning of the meeting, Members choose (by consensus or vote) one debate topic. Then, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

**TOPIC: Refugees and Prison**

**PRO**—Refugees are terrorists and should be put in prison.

**CON**—Refugees are not terrorists, and they should go to refugee camps.

**TOPIC: Developed Countries and Refugees**

**PRO**—Developed countries should accept all refugees.

**CON**—Developed countries should not accept all refugees.

**TOPIC: Refugees and Neighboring Countries**

**PRO**—Countries that are neighbors in a conflict should accept refugees.

**CON**—Countries that are neighbors in a conflict should not accept refugees.

**TOPIC: Refugees and School**

**PRO**—All child refugees have the right to go to school and should have that schooling provided whether they are living in a camp or host country.

**CON**—All child refugees have the right to go to school, but schooling should not be provided for them at refugee camps.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section to prepare.



## Vision Board

### Group Activities

- Do we have refugees in our community?
- How many refugees do we have in our community?
- Are there people living in difficult places who would like to come to our community for safety and support?
- Are there programs in place to help refugees coming into our community? What are they? Are these programs effective?
- Is there anything we can do as a group to reach out to the refugee community to help them?

*Your vision board should answer:*

- How do we want our community to look in the next five years?
- What can we do to support our goals?

### Individual Reflection

- Is there a refugee center where I can volunteer my time?
- Is there a refugee organization where I can volunteer to help manage or promote the center?

*Your vision board should answer:*

- In the next five years, what would my life look like if I helped refugees?
- How can helping refugees positively impact me and my life?



## ENVIRONMENT



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines can be found in the section “Script Outline for Skits, Interviews, and Role-Plays.”

### Introduction

The earth has unique species of animals and fish that we must protect. This section looks at several environmental problems and how we can fix them.

## A Skit

### Useful Vocabulary and Expressions

<b>Scuba diving</b>	A sport or activity in which you swim underwater using an air tank and a special breathing machine that you strap on your back
<b>Snorkel</b>	A special tube that makes it possible to breathe while you are swimming with your head underwater
<b>Scallop</b>	A type of shellfish that has a flat, round shell with two parts and that is often eaten as food
<b>Fisherman</b>	A person (especially a man) who catches fish
<b>Abrupt</b>	Very sudden and not expected
<b>Decline</b>	To become lower in amount or less in number
<b>Industry</b>	The process of making products by using machinery and factories
<b>Construction</b>	The business of building things (such as houses or roads)
<b>To give pointers</b>	To give advice
<b>Double-check</b>	To check something; to look at something more than one time
<b>Coral reef</b>	An area underwater where corals grow, bringing life to the environment and protecting the land from being taken away by the sea; a long line of coral that lies in warm, shallow water Example: The Great Barrier Reef in Australia
<b>Caribbean</b>	Of or relating to the Caribbean Sea or its islands or to the people of the islands
<b>Shark</b>	A large and often dangerous sea fish with very sharp teeth For example, humans are frequently scared of sharks and hunt sharks for their fins.
<b>Cownose rays</b>	A type of ray that eats scallops
<b>Struggle</b>	To use strong effort to get free of restraint; to fight
<b>Herbivore</b>	An animal that only eats plants
<b>Snapper and Parrotfish</b>	Types of fish



<b>Predator</b>	An animal that lives by killing and eating other animals; an animal that preys on other animals
<b>Algae</b>	Simple plants that have no leaves or stems and that grow in or near water
<b>Science report</b>	A report on a scientific subject written for school or for the government or a private organization

## The Characters

Narrator (N)	Dana (D)	Father (F)	Bobby (B)
N:	Dana loves the ocean and spending time <b>scuba diving</b> or <b>snorkeling</b> in it. Her father has decided to take her to the <b>Caribbean</b> during Dana's spring vacation from school to go <b>snorkeling</b> and take part in a science program. Bobby is a friend of Dana's father. He used to go to the <b>Caribbean</b> every year for fishing. Bobby loves fishing and used to be a <b>scallop fisherman</b> . Unfortunately, the <b>abrupt decline</b> in the <b>scallop industry</b> forced him out of work. Now he works in <b>construction</b> and misses spending every day at sea.		
F:	Bobby, thanks for coming to have pizza with us <b>to give us pointers</b> on our trip to the <b>Caribbean</b> ! We're very excited to be going.		
B:	My pleasure. I've been there enough that I hope I can help you. Now, Dana, what is it you are interested in doing or seeing?		
D:	I would really like to spend most of my time <b>scuba diving</b> or <b>snorkeling</b> .		
B:	That's excellent. When I used to spend time in the <b>Caribbean</b> , I could look off my boat and see the beautiful <b>coral reefs</b> and fish swimming around them. They're gorgeous.		
F:	What island was that? We still need to choose where we will go.		
B:	Well, that was Grand Cayman. It was beautiful a few decades ago. Nowadays, things have changed and you need to <b>double-check</b> if the island still has healthy <b>coral reefs</b> . Check on a few travel websites.		
D:	What do you mean healthy <b>coral reefs</b> ?		

B:	Some areas of the <b>Caribbean</b> have allowed people to overfish because they didn't know the impact it would have. We have a similar problem here. People overfished <b>sharks</b> , and we now have too many <b>cownose rays</b> , which eat all the <b>scallops</b> . The <b>sharks</b> used to eat the <b>cownose rays</b> and controlled their population. Now that we have very few <b>sharks</b> and too many rays, we have very few <b>scallops</b> . That's how I lost my job.
D:	Can't you kill some rays to create a balance?
F:	Of course we can, but it will be a constant <b>struggle</b> and there's the risk of overfishing the rays. The point is that <b>sharks</b> are crucial to our marine environment. Without them the ocean will not be in balance and we may run out of food.
B:	That's right. We've seen the impact here in the eastern part of the U.S. What's happened in some areas of the <b>Caribbean</b> is that the <b>sharks</b> used to eat fish that eat <b>herbivores</b> . For example, a <b>snapper</b> will eat a <b>parrotfish</b> , which is a <b>herbivore</b> . Now there are too many <b>predators</b> and too few <b>herbivores</b> eating the <b>algae</b> and plants that grow in <b>coral reefs</b> . Since the natural <b>predators</b> of the plants and <b>algae</b> have been overfished, the plants and algae have grown too quickly and are killing large areas of coral.
D:	Oh no! When there's no coral, there's no cool fish.
F:	That's right.
D:	Dad, we've got to Google to make sure that we choose a place where there is healthy coral. Do you think they might also have an organization that helps protect coral?
F:	I'm sure that they do. What would you like to do with that organization?
D:	I'm going to write them an email and get more information. I have to do a <b>science report</b> , and this will be interesting. Then, when we go to the <b>Caribbean</b> , I can do research and ask many questions.
F:	Good thinking!

Based on the following resources:

Dattaro, Laura. “An Ocean Without Sharks Is Bad for Everyone.” *weather.com*, 7 Mar. 2014, [weather.com/science/news/ocean-without-sharks-bad-everyone-20140307](http://weather.com/science/news/ocean-without-sharks-bad-everyone-20140307). Accessed 16 Feb. 2017.

Seifert, Douglas David. “World Without Sharks.” *Dive Magazine*, [divemagazine.co.uk/life/6467-jurassic-sharks-prehistoric-beasts-2](http://divemagazine.co.uk/life/6467-jurassic-sharks-prehistoric-beasts-2). Accessed 16 Feb. 2017.



## Conversation Questions: Choose a Few to Talk About

1. Do we overconsume any animals in our community? What are they, and what environmental impact might it cause?
2. In the skit, Dana says, “When there’s no coral, there’s no cool fish.” When there’s no coral, a storm could sweep away land from an island because there is nothing to stop the land from going into the sea. Would something like this impact you and your community? What communities might be impacted by this?
3. When we kill too many sharks, we weaken the ocean. What are some of the ways we can save sharks?

## Continue Learning

Read more about how the Cayman Islands are working to protect their reefs here:

<http://www.motherjones.com/environment/2014/05/cayman-islands-coral-reefs-dead>

Follow the link to learn more about how to protect coral reefs:

<http://www.motherjones.com/blue-marble/2012/08/crazy-ideas-coral-reefs>

Follow the link to learn more about protecting sharks and cleaning up coral reefs:

<http://www.projectaware.org>

## An Interview



**Preparation:** The Leader must read this meeting activity and prepare for it. Guidelines are in the section “Script Outlines for Skits, Interviews, and Role-Plays.”

- Prepare two chairs in front of the meeting room for the Interviewer and Boyan Slat.

## Useful Vocabulary and Expressions

<b>Inventor</b>	A person who creates or produces something useful for the first time
<b>Entrepreneur</b>	A person who starts a business and is willing to risk loss in order to make money
<b>Rid</b>	To do something so that you no longer have or are affected or bothered by something or someone that is unwanted
<b>Investigate</b>	To try to find out the facts about something (such as a crime or an accident) in order to learn how it happened, who did it; to research something
<b>Gyre</b>	A location in the ocean where currents coming from different directions meet and flow in a circle
<b>Current</b>	A continuous movement of water or air in the same direction
<b>Float</b>	To rest on top of a liquid
<b>Anchor</b>	A heavy device that is attached to a boat or ship by a rope or chain and that is thrown into the water to hold the boat or ship in place

## The Characters

Interviewer (I)	Boyan Slat (BS)
<b>I:</b>	Today we are joined by Boyan Slat, who is an <b>inventor</b> and <b>entrepreneur</b> well known for his passion for cleaning up the ocean. Starting The Ocean Cleanup, which develops ways to <b>rid</b> the world's oceans of plastic, Slat is dedicated to cleaning up the ocean. Slat has received many awards for his work including one from the U.N. called "Champion of the Earth." Named "European of the Year" by <i>Reader's Digest</i> in 2017, Slat works hard with his group to gather enough information to create a system that will collect tons of trash by using the ocean's <b>currents</b> and technology. Boyan, we're happy to be talking with you today.
<b>BS:</b>	Thanks.

I:	I would like to start by asking, what made you so interested in this project that you quit your Aerospace Engineering degree to start The Ocean Cleanup?
BS:	I was diving in Greece, and I saw more plastic bags than fish. That was horrible. I did some research for a school project and realized that no one is really <b>investigating</b> how to clean it up. People say we should prevent pollution, but it is a global problem and the message will not be spread fast enough to help. My friend and I did our first research on plastic in 2011. We measured the amount of plastic we found in the Mediterranean. This research really helped us understand the problem.
I:	Can you share with us something that you've learned from your research?
BS:	An interesting fact that most people don't know about plastic is that there are many different types of plastic. Each type of plastic does not move in the water in the same way. One of our scientists, Francesco F. Ferrari, studies this. He's helped the team testing the plastic to see how it moves. This movement is important for our designers. They have to understand how plastic moves to develop a tool that will help us catch all the plastic for the cleanup.
I:	Is there a lot of plastic in the ocean? How will you be able to clean up the plastic without hurting sea animals?
BS:	There is a thing called a <b>gyre</b> in the oceans. These are areas where the <b>currents</b> move in a circular pattern and trash collects. There are five of these spaces in the world. The biggest is the Great Pacific Garbage Patch, which is 10 million square kilometers. In total, we estimate that the <b>gyres</b> contain about 7.25 million tons of plastic trash. It is spread out over the surface area of the <b>gyre</b> . This makes it harder to clean up. I've come up with a type of <b>floating anchoring</b> system that will allow the fish to swim through, but keep the plastic in one location so that it can be loaded into a loading tank.
I:	Where are you now, in 2017, on the project?
BS:	In 2017, we will conduct tests on a wide variety of elements that will help us launch our actual cleanup systems in 2020. These tests are necessary because we've already learned through our research that the garbage patch is much larger than we expected.
I:	What can people do to help stop pollution?

- BS:** We can all bring our own bags to the store and watch out for too much plastic use. For example, don't put each type of vegetable in different plastic bags. However, many people are uneducated about the environment. They don't realize that the plastic will become toxic in the ocean because it absorbs bad chemicals. The fish eat the plastic and get polluted by the bad chemicals. Eventually, you will eat the bad chemicals from the bag or bottle you just put in the trash can when you eat fish. But, these habits are unlikely to change because our culture of throwing everything away is worldwide. We really need to work on creating technology that will help us clean everything up. We need to conduct education programs about plastic pollution.
- I:** Do you have anything else you would like to say to our audience?
- SB:** I hope that The Ocean Cleanup can be a symbol for us using technology to make things better.

This interview is based on the following sources:

The Ocean Cleanup. "Understanding the Rising Speed of Plastic."

[facebook.com/TheOceanCleanup/](https://facebook.com/TheOceanCleanup/). Accessed 22 Mar. 2017.

Slat, Boyan. "Boyan Slat." [www.boyanslat.com](http://www.boyanslat.com). Accessed 22 Mar. 2017.

Slat, Boyan. "How the Oceans Can Clean Themselves: Boyan Slat at TEDxDelft." *TEDEd*, [ed.ted.com/on/WG6PwQob](https://ed.ted.com/on/WG6PwQob). Accessed 22 Mar. 2017.

"The 20-Year-Old With a Plan to Rid the Sea of Plastic." *YouTube*, uploaded by Motherboard, 24 Sept. 2014, [www.youtube.com/watch?v=hmPHBhYaCR4](https://www.youtube.com/watch?v=hmPHBhYaCR4).



## Conversation Questions: Choose a Few to Talk About

1. What was the most interesting part of the interview for you? Why?
2. Why is cleaning up the ocean important?
3. What will happen if we do not clean up the ocean?
4. What are some ways our community uses plastic? In what ways can we decrease plastic use?
5. Is our community clean of trash? If not, what can the English Club do to help clean up the community?



After Members have discussed a few of the topics from page 180, the Leader says:



*Now that we have a list of environmental issues, let's brainstorm some ways to solve this problem. Are there solutions for this problem? Is there anything we can do as an English Club to help with this problem?*

After brainstorming, the Leader says:

*We can write letters to the Ministry of Tourism or Defense. We can write an editorial for the local newspaper. We can call the local radio station and talk about this topic. What should we do? Who should we write?*

There may be many ideas. The Leader can organize groups to choose one of the solutions and present an action plan for solving the problem at the next meeting. (Action plan guidelines can be downloaded at: [www.americanenglish.state.gov](http://www.americanenglish.state.gov).)

## Continue Learning

“Digging into the Great Pacific Garbage Patch.” *YouTube*, uploaded by KomikVideoz, 16 July 2013, [www.youtube.com/watch?v=rxjfrSQj2sY](http://www.youtube.com/watch?v=rxjfrSQj2sY). Accessed 22 Mar. 2017.

Moore, Charles. “Seas of Plastic.” *TED Talks*, [www.ted.com/talks/capt\\_charles\\_moore\\_on\\_the\\_seas\\_of\\_plastic](http://www.ted.com/talks/capt_charles_moore_on_the_seas_of_plastic). Accessed 22 Mar. 2017.

“Where Is the Biggest Garbage Dump on Earth?” *YouTube*, uploaded by BrainStuff – HowStuffWorks, 10 Feb. 2015, [www.youtube.com/watch?v=mkfAnQtIUCw](http://www.youtube.com/watch?v=mkfAnQtIUCw). Accessed 22 Mar. 2017.

Interested in sharing information about plastic with kids in fun ways?

Watch *Strange Weather*, the webinar from our English Teaching Webinar Series, for activities related to raising awareness of the problem of plastic. [https://www.youtube.com/watch?v=y\\_3vIRqjz0k](https://www.youtube.com/watch?v=y_3vIRqjz0k)



## A National Meeting Role-Play



**Preparation:** The Leader must read this meeting activity and prepare the vocabulary.

## Useful Vocabulary and Expressions

To build	To make something by putting together parts or materials
Another	One more; in addition
Handicrafts	Objects made by hand and sold to tourists Examples: statues, baskets, jewelry
Logging company	Company that cuts trees and sells them
Powdered	Crushed to make into dust or flour
Ingredients	Things that are used to make a food, product
To invade	To enter a place such as a foreign country in order to take control by military force
To rape	To force someone to have sex with you by using violence or the threat of violence
Plentiful	Present in large amounts
Ineffective	Not producing or having the effect you want; not effective
To ban	To forbid people from using something; to say that something cannot be used or done
Coalition	A group of people, groups, or countries who have joined together for a common purpose



At the meeting, the Leader says:

*Today we are going to role-play a national meeting about saving the wildlife. The purpose of this activity is to pretend that we are having a governmental meeting to discuss saving the local wildlife and the environment where the wildlife lives. Each group must represent the interest of the party you are assigned. For example, if you are a military general, you must discuss your concerns about the location of the wildlife park and the poachers that come from across the border to kill and steal. After each group presents their arguments, the entire group will vote on whether or not to accept and adapt the “Save Our Wildlife” petition.*

*Let’s read the group roles.*



Read the roles with the Members.

## GROUP ROLES

1. Two representatives of the National Tourist Agency (Four votes total). You want more tourists. One hotel is constructed; you will **build another** soon.
2. Five village representatives near the park (Two votes per representative—ten votes total). Hotel worker, park guide, taxi driver who drives a Land Rover, one villager who makes **handicrafts** and one who collects and sells firewood.
3. Two **logging company** representatives (Four votes total). You sell trees from the park to international companies. Wildlife interferes with this work.
4. Two representatives from the international beauty industry (Four votes total). Many people buy your products. You use **powdered** ivory and other **ingredients** from wildlife. You export your products to countries in Asia and Africa.
5. Ambassador and assistant from neighboring country (Two votes total). In public, you say poaching must stop. In secret, you encourage poaching because you need money for weapons. You want to **invade** this country.
6. Two national military generals (Two votes total). You worry because the game park is on the border and poachers cross it. They kill the wildlife, **rape** village women, and steal. Some poachers use machine guns.
7. Three representatives from “Save Our Wildlife” (Six votes total). You want to stop the slaughter of wildlife. Before, wildlife was **plentiful**. Now, only a few animals remain. Elephants, giraffe, lions, and other animals are intelligent and have emotions. Mother elephants (cows) and their babies cry when separated. Father elephants (bulls) protect their families. The animals are killed cruelly. Beauty products are expensive and **ineffective**. You propose a solution. Here are your proposals—or you can make different ones. You will only have time to offer two proposals:
  - a. Stop all killing of wildlife.
  - b. Impose a one-year **ban** on killing.
  - c. Park rangers can kill the old animals and sell the carcasses.
8. The National Chairperson is the Leader (Three votes total).

Next, give Members group roles. Give groups time to prepare what they will say to present their interests (approximately ten minutes). When the time's up, the Leader says:

*We are ready to start the National Meeting to Save the Wildlife. I am the chairperson. Here is the agenda.*

The Leader presents the agenda to Members.

- 1. Representatives from Save Our Wildlife present proposal.**
- 2. Representatives from the six groups speak.**
- 3. Role-players vote on the proposal.**

The Leader begins the meeting and gives groups two minutes each to speak. At the end, the role-players vote on the proposal. Here are the vote counts:

- National Tourist Agency—four votes total
- Village Representatives—two votes for each representative (total ten votes)
- Logging Company Representatives—four votes total (representatives divide the votes if they want)
- International Beauty Industry—four votes total
- Ambassador and Assistant—two votes total
- Military Generals—two votes total
- Save Our Wildlife—six votes total
- National Chairperson—three votes total (Leader)

The proposal needs a majority of votes to pass (for example, 17 out of 33).

If the proposal does not pass, Save Our Wildlife can offer a second proposal and the same agenda is followed. If the second proposal does not pass, then the meeting is unsuccessful.

At the end, open the meeting for all Members to speak about this topic.



## Conversation Questions: Choose a Few to Talk About

1. What did you think about the role you played? Were you able to imagine the responsibility of the people you represented?
2. In the role you played, did you try to collaborate with any other group of people? If yes, why? If no, why not? How did you choose the people to collaborate with?
3. What did you think about the votes other groups made?
4. Was it possible to create a **coalition** of concerned people?
5. Why do you think different groups had a different number of votes?
6. If you imagine that this role-play is real, how might you try to influence or change the positions of:
  - a. The beauty industry?
  - b. The logging company?
  - c. Other groups?



When the discussion has finished, the Leader should ask the Members to choose an expert they would like to invite for a discussion about environmental issues. Brainstorm a topic the group would like the expert to discuss. Here are some ideas:

- Responsibility for wildlife
- Local wildlife
- Medicine using endangered animal parts
- Tourism for animal interaction

## Guest Speaker Presentation & Interview



**Preparation:** The Leader must read “Inviting and Interviewing a Guest Speaker” in the Introduction to this *Handbook*. The Leader can follow the script on the day that the expert comes to visit.



## Preparing for the Debate

**Preparation:** The Leader must read “Organizing a Debate” in the Introduction to the *Handbook*.

At the meeting, the Leader tells Members that they will have a debate. Before beginning the debate, everyone reads “Facts about Game Parks & Wildlife.”

### Facts about Game Parks and Wildlife

- Hotels at game parks are owned by international companies.
- Hotels at game parks discourage villagers from selling handicrafts at the hotel.
- Hotel employees must live in hotel housing—no families allowed.
- Logging companies cut down trees in the park and sell the wood to international companies.
- Villagers go into the forests for firewood to sell and use for cooking.
- In one African country, poachers who slaughter wildlife and smuggle tusks and rhino horns from game parks go to prison for forty years. Later, their sentences are reduced from forty to thirteen years.
- One international non-governmental organization supports an environmental education program in twenty-one schools (with 1,400 children) near a game park. The program teaches children about the black rhino, wildlife conservation, and community benefits if the black rhino is not killed. International donors pay \$60,000 American dollars a year.
- Some game parks keep wildlife population statistics confidential to protect against poaching.
- To reduce poaching, one international wildlife organization offers jobs to poachers—they become wildlife guards.



## Debate Topics

After reading the “Facts about Game Parks & Wildlife,” the Members choose (by consensus or vote) one of the debate topics below. When the decision is made, six volunteers are selected: three Pro and three Con. The volunteers have fifteen minutes to prepare the debate. The Leader selects a Member (or the Leader) to be the referee and timekeeper.

### TOPIC: Saving the Wildlife

**PRO**—We must save the wildlife.

**CON**—It is not necessary to save the wildlife.

### TOPIC: Tourism

**PRO**—We should develop tourism.

**CON**—We should not develop tourism.

### TOPIC: Wealthy Nations and Wildlife

**PRO**—Wealthy countries such as the U.S., the U.K., India, Russia, and China should be responsible for saving wildlife.

**CON**—Wealthy countries such as the U.S., the U.K., India, Russia, and China should not be responsible for saving wildlife.

### TOPIC: Responsibility for Wildlife

**PRO**—The government is responsible for protecting wildlife.

**CON**—The government is not responsible for protecting wildlife.

### TOPIC: Shopping

**PRO**—People and companies should be allowed to use plastic to wrap items bought in the store or market.

**CON**—People and companies should not be allowed to use plastic to wrap items bought in the store or market.

**TOPIC: The Environment**

**PRO**—Only the people in developed nations are responsible for protecting the environment.

**CON**—All people are responsible for protecting the environment.

**TOPIC: Economic Development and the Environment**

**PRO**—Economic development is more important than protecting the environment.

**CON**—Protecting the environment is more important than economic development.

**TOPIC: Urban and Rural Life**

**PRO**—The government should move people from the cities to the villages.

**CON**—People should be free to live wherever they want.

**TOPIC: Human Rights**

**PRO**—Clean air [Water] is a human right.

**CON**—Clean air [Water] is not a human right.

Are there other debate topics Members want to talk about? Create a list of topics the Members want to debate and propose three or four for a follow-up Club meeting. Let the Members vote on the topic they want to debate for the week and use the “Organizing a Debate” section in this *Handbook* to prepare.



## Vision Board

### Group Activities

- Do we have any endangered animals in our country? Near our community?
- What is the animal or fish that is endangered?
- Why is it endangered?
- How can we help save the animal or fish?
- Is there a conservation program near our community, like the World Wildlife Fund, where we can volunteer?
- Are there information activities we can organize to teach about how to protect the environment?
- Could we put together a garbage pickup?

*Your vision board should answer:*

- What should a healthy population of animals or fish look like?
- How can our community help to save the animals or fish in the next five years?
- What steps do we have to take to achieve our goals?

### Individual Reflection

- Which animal or fish do I feel very strongly about protecting?
- How can I help protect this animal or fish?

*Your vision board should answer:*

- In the next five years, what can I do to help protect this animal or fish?
- How can I develop my knowledge about this animal or fish? What are the most effective ways to protect it?





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# Practice English!

Choose Interesting Activities!

Be Creative!

Help the Community!

Have Fun!



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